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ABSTRACT

This 3-year follow-up report describes actions taken by the Illinois Council on Vocational Education (ICoVE) during 1989, 1990, and 1991. It addresses the 140 suggestions and 29 recommendations of 12 technical reports (spanning 1987 and 1988) related to education for employment. Recommendations from 1987-88 and follow-up actions are reported on the following topics: advice to the private sector; targeted populations; quality vocational education; academic foundations and application of technology; sex-role stereotyping; preparing and maintaining workers; serving economically depressed areas; support services for students; consumer and homemaking education; Job Training Partnership Act (JTPA) 8 percent funds; adequacy and effectiveness of JTPA; and correctional education. The following recommendations are made: (1) establish performance standards; (2) retrain, upgrade, and maintain the work force; (3) provide services for special populations and improve program access; (4) identify program service needs; (5) facilitate preparation for work; and (6) identify private sector commerce, industry, and labor needs for education and job-specific preparation. ICoVE membership list is included. (NLA)

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ED339904

ICoVE's 1989-1990-1991 Report

EDUCATION FOR EMPLOYMENT

A Follow-up of 1987-1988 Suggestions and Recommendations

Investing in People

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- A FOLLOW-UP OF 1989-1991 ACTIVITIES RESPONDING TO ICoVE'S RECOMMENDATIONS AND SUGGESTED ACTIONS FOR QUALITY VOCATIONAL EDUCATION (A follow-up of 35 recommendations and 124 suggested actions in 14 Technical Reports addressing quality vocational education issues for 1987-1988.)
- A FOLLOW-UP OF 1989-1991 ACTIVITIES RESPONDING TO ICoVE'S RECOMMENDATIONS AND SUGGESTED ACTIONS FOR EDUCATION FOR EMPLOYMENT (A follow-up of 29 recommendations and 140 suggested actions in 12 Technical Reports addressing education for employment issues in 1987-1988.
- SCHOOL BOARD MEMBERS SEEK BUSINESS COMMUNITY COMMITMENT (A survey report of local school board members and administrators' perceptions of tech prep and private-sector involvement with vocational education.)
- COMMON ELEMENTS (A report of coordination and special programs serving special populations through vocational education and job training.)
- CORRECTIONAL EDUCATION, A WAY TO STAY OUT (A report of public hearings and interviews of inmates with commendations, recommendations for Illinois with supporting statements, and success stories.)
- ILLINOIS TECHNICAL COMMITTEES, 1985-1990 (A report of the State's technical committee activities and accomplishments.)
- OVERVIEW OF ICoVE INITIATIVES, FISCAL YEARS 1989 AND 1990 (A report of ICoVE activities including major initiatives, council meetings, council linkages, reports, and other activities.)
- NEWSLINE (A newsletter prepared four times per year.)
- SPECIAL POPULATION STUDENTS: THE ISSUE OF ACCESS AND SERVICES (A guide for local councils)
- INCREASING THE IMPACT OF ICoVE RECOMMENDATIONS: EXAMPLES FROM JTPA REPORTS (A self-evaluation report of ICoVE)
- MEMBERSHIP BROCHURE

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ICoVE Membership

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- Providing reports, information, and interviews for collection of information in following up recommendations and suggested actions.
  - Department of Adult, Vocational and Technical Education/Illinois State Board of Education staff
  - Illinois Community College Board Staff
  - Illinois Department of Commerce and Community Affairs staff
  - Illinois Department of Corrections School District 428 staff

ABBREVIATIONS & ACRONYMS USED IN THIS REPORT

CC	Community college
CHEP	Consumer and Homemaking Education Program
DCCA	Department of Commerce and Community Affairs
DCFS	Department of Children and Family Services
EDWAA/WARN	Economic Dislocation Worker Adjustment Assistant Act and Retrain Notification
EFE	Education for Employment
ESLP	Early School Leaver Program
GED	General Education Development
HITS	High Impact Training Services
IBHE	Illinois Board of Higher Education
ICCB	Illinois Community College Board
ICoVE	Illinois Council on Vocational Education
IDES	Illinois Department of Employment Security
IDOC	Illinois Department of Corrections
IMC	Instructional Materials Coordinator
IJTCC	Illinois Job Training Coordinating Council
IOICC	Illinois Occupational Information Coordinating Committee
ISBE	Illinois State Board of Education
IVA	Illinois Vocational Association
IVCC	Illinois Vocational Curriculum Center
IVSSN	Illinois Vocational Student Services Network
IYOC	Illinois Youth on Campus
JSA	Job Search Assistance
JTPA	Job Training Partnership Act
LEP	Limited-English proficiency
MIS	Management information systems
n	Number responding
NAPIC	National Association of Private Industry Councils
New 500(c)(5) Agreement	500 Illinois Unemployment Insurance Act (500 allows for training and still receive unemployment payments)
OTS	Offender Tracking System
PIC	Private Industry Council
RDS	Regional delivery system
s	Standard deviation
SDA	Service delivery area
TABE	Test for Adult Basic Education
TIE	Training, Industries, and Education
UCVEI	University Council for Vocational Education in Illinois
VIMS	Vocational Information Management System
V-TECS	Vocational-Technical Education Curriculum Services
WECEP	Work Experience/Career Exploration Program
WRAT	Wide-Range Achievement Test

PREFACE

In 1988, the Illinois Council on Vocational Education (ICoVE) completed a series of reports as part of its mandated responsibility set forth in the Carl D. Perkins Vocational Education Act of 1984. The series, known as the "Technical Reports," presented 44 recommendations and 210 suggested activities to various audiences to which ICoVE must address its advice and recommendations. Because these recommendations and suggestions had been made in an attempt to improve and enhance vocational education and job training in Illinois, ICoVE believed it was important to monitor and follow up initiatives taken as a result of its evaluation, reporting, and advising efforts.

This report, one of five in the series, is a three-year follow-up report, i.e., it describes actions taken during 1989, 1990, and 1991 to address the 140 suggestions and 29 recommendations of the 12 Technical Reports (spanning 1987 and 1988) related to Education for Employment. (Other reports in this follow-up series include Coordination, Special Populatons, Quality Vocational Education, and Private Sector Involvement.)

ICoVE rated the extent to which each recommendation or suggested activity was met. To rate the extent activities were conducted, ICoVE used the following rating description.

Completed satisfactorily	Redirected activity, satisfactorily
Completed unsatisfactorily	Redirected activity, unsatisfactorily
Considerable progress	Recently initiated, as suggested
Partial progress	Recently initiated, altered satisfactorily
Limited progress	Recently initiated, unsatisfactory
No activity/nothing initiated	alterations
Continued Activity	Future implementation planned
	Future implementation planned, altered

To conduct monitoring and follow-up activities, ICoVE embarked on a variety of initiatives as illustrated below.

- Interviews with 26 state agency personnel
- Surveys of regional delivery system directors (RDS), community college deans (CC), and service delivery area directors (SDA) with the following responses:
  - ICoVE conducted a survey at workshop
    49 RDS responses, 80.3% return
    33 CC responses, 84.6% return
  - First mail survey
    55 RDS responses, 90.1% return
    34 CC responses, 87.1% return
    20 SDA responses, 76.9% return
  - Second mail survey
    55 RDS responses, 90.1% return
    29 CC responses, 74.3% return

- Special presentations to the ICoVE membership at meetings of the Council, e.g., overview of macro database progress, discussion of the new tech prep initiative, consultation on State Technical Committees.

- Participation of council members in state and regional seminars, workshops, e.g., RDS directors and CC deans meetings, workshops for special populations, and building fairness programs.

- Other ICoVE studies, e.g., public-private sector partnerships and apprenticeships.

- Linkages with other agencies and groups involved in education and training, e.g., IOICC, IJTCC, UCVEI, IVA, AVA, IDES, IBHE, ICCB, ISBE, DCCA, DCFS and IDOC.

Follow-up findings are reported in this 1989-1990-1991 follow-up series of five reports. A narrative overview of each of the Technical Reports and an executive summary of the total series are also included. The executive summary reviews efforts taken to improve vocational education and highlights future directions. Recommendations and possible strategies to improve the ability of vocational education to prepare and maintain a quality workforce of the 90s are given.

The following are the recommendations contained in the five follow-up reports:

The Illinois State Board of Education must:

- Establish world-class performance standards for vocational-technical education participants.

- Implement a process for retraining, upgrading, and maintaining the Illinois workforce, including basic and occupational skills, as part of the EFE policy.

- Place priority on issues related to program access and the provision of services for special populations.

- Use input from the private sector for identifying program service needs, including performance standards for students, programs, and institutions.

- Sit down face to face with other agencies, particularly the Department of Commerce and Community Affairs and the Community College Board, to identify ways of working together to facilitate preparation for work.

The private sector must:

- Identify commerce, industry, and labor needs for education and job-specific preparation, including needed performance standards.

EXECUTIVE SUMMARY

Education for Employment

Background.

In 1985, following a three-year study of vocational education, the Illinois State Board of education adopted the Education for Employment (EFE) Policy and Administrative Plan. That same year, federal legislation, i.e. Carl D. Perkins Vocational Education Act of 1984, was to be enacted. Today, EFE and its administrative plan have been implemented and the Perkins Act has received massive amendments and is at the threshold of implementation. The State Board has asked the Department of Adult, Vocational and Technical Education to review EFE and submit suggestions for needed policy changes.

Both the Perkins Act and the EFE Policy had enormous impacts on vocational education in Illinois. The EFE Policy, which was based on an assessment of the state's needs, required similar assessments at the regional level for secondary programs and at the district level for postsecondary education. The Perkins Act of 1984 targeted increased funds for special populations and program improvement. At the same time, federal funds could no longer be used to maintain programs. This substantially decreased the federal share of support for local programs.

DAVTE staff of the State Board provided planning grant funds for secondary regional delivery systems to conduct needed assessment and provide in-service education necessary for implementing EFE. In planning, the systems had to assess student interests, review labor market needs, identify needed programs, and revise and update curriculum. The new regional delivery system required the bringing together of several school districts to plan, organize, and deliver vocational education through a single system. This meant consolidation of some programs. It meant coordination between schools and the identification of a variety of services available for a much larger geographic area.

As the secondary systems developed, the community college, or postsecondary system was also being brought into the picture. The need to articulate programs from one level to the next resulted in "articulation grants" to community colleges to work with secondary education programs in the geographic area to develop program sequences and agreements for how programs would provide articulation between the secondary and postsecondary levels.

Educators throughout the state began a cooperative effort to deliver vocational education which was planned and designed to serve a specific geographic area of the state. The model of delivery for regional programs for vocational education was soon to be used for academic courses as well, particularly for sciences and upper math in the rural, sparsely populated areas. Programs were also designed to serve the special targeted populations. Student services committees were organized to advise on the needs for student services.

At the midpoint of the 80s, the nation was embarking on a reform movement for education. The movement was sparked by public criticism of the educational system.

Critics were saying that schools were not providing an adequate education. The needs to strengthen the economy, increase productivity, and improve the U.S. competitive edge in a world marketplace were being thwarted, according to critics, by an educational system which was not preparing the workforce with the basic skills needed.

During the past six years in Illinois (1985–91), the vocational education community has made landmark changes. As required by the EFE policy, student needs were assessed, workforce needs were reviewed, and a number of initiatives were launched with the interest of improving the preparation of students to enter the world of work.

Since 1985, federal legislation, or the Perkins Act, has placed considerable emphasis on making quality vocational education accessible to special populations and to improving program quality. Further, the Act required increased coordination and private-sector involvement as strategies to accomplish access and improvement.

Because schools within a region were "pooling" funds received for special populations, funds were large enough to provide services. Prior to pooling, schools not having enough funds to support an activity often returned unused funds to the State Board. Most were then reallocated to Chicago.

In-service education meetings among high schools in the regions have been expanded to include community college staff. Teachers often report, "The best thing about EFE is it gives us a chance to exchange ideas with other teachers." These activities have continued.

Implementing the EFE policy and administrative plan did not occur without its problems. Many local schools had to "give up programs," and several found their programs in need of a complete overhaul. The old cliche of "everybody resists change" was probably appropriate for everyone at some point.

The Illinois Council on Vocational Education has closely followed the progress of the EFE policy and administrative plan implementation, as well as the effects of the federal Perkins Act. In 1988, ICoVE made numerous recommendations and suggestions to the State Board, to the Illinois Governor, to the Illinois Job Training Coordinating Council, to secondary and postsecondary systems, to universities, and to other agencies about how to improve EFE. How well federal legislation had been used to meet both state and federal needs was also addressed by ICoVE.

A follow-up report of these specific recommendations and suggested actions is the focus of this report. An abbreviated overview of how ISBE/DAVTE fulfills the challenges of both the EFE and the Perkins Act is included.

1989–1991 Activities, Accomplishments, and Major Findings.

With the EFE policy implemented, the Illinois Council on Vocational Education looked forward to assessing its success and suggesting ways the system could be improved. As noted in its 1987–88 reports, quality data needed to determine the effectiveness and efficiency of vocational education programs have not been available. Ample quantitative data were, but even these could not be meshed in a manner as to ascertain the efficiency of the new system.

ICoVE recommended that ISBE develop a data system which would provide information about the impact of vocational education. In 1990, DAVTE released an RFP for a macro data base. The project began in FY 91. A number of advisory groups are providing input to the project.

One of the original intents of the EFE policy was to bring programs such as adult education into the system. Programs such as job training administered by other agencies were to be coordinated with vocational education. ICoVE found that after the EFE was implemented for secondary and postsecondary vocational education programs, no efforts to integrate the adult education programs also administered by DAVTE/ISBE were made.

The primary focus of the vocational education delivery system during the 1989–1991 time period continued to be the secondary and postsecondary programs--designed to prepare workers for the workforce. Minimal attention was given to the adult worker who is already in the workforce, but needs to update job skills and perhaps improve academic skills essential for new technologies. Community colleges are set up to serve these populations fairly well, but there are no data to determine what impact these services have.

Most adult workers enroll in courses. Unless they are enrolled in programs, there is no follow-up by the community college system, except in individual college or program instances. The result is that there is no accountability system to report if a worker received a wage increase, a job promotion, improved his or her productivity or job skills, learned a new job, changed jobs, or other job benefits which may have occurred.

During the past few years, the nation's workforce has been studied intensely. ICoVE also conducted a study with the private sector to determine its workforce needs at the turn of the century. All of the studies, whether state or national, revealed similar findings. Not only are new entrants in need of better basic skills, but "the existing workforce is no better off," as one business person told ICoVE.

Efforts to establish articulation agreements during early implementation phases of the EFE paved the way for Tech Prep planning grants that were issued in FY 1991. Community colleges and RDSs that were already working on articulated programs had some valuable experiences to contribute to the planning grant.

Staff development was a target of the EFE policy. Each local plan outlined a staff development program for teachers, counselors, administrators, and student services personnel. In addition, an internship program (VIP) provided for teachers to update their work experience by summer employment in the private sector was funded by the Illinois General Assembly.

During its five-year tenure, the VIP has been expanded to include administrators, guidance personnel, personnel teaching in correctional facilities, and lastly, academic teachers. Funds have not yet been made available for academic teachers. Attempts to require the updating of work experience every five years failed to pass the certification board. From a survey of local school board members, ICoVE learned that 50% of the members supported a private-sector internship for academic teachers and 75% supported it for vocational education teachers.

In its 1987–88 Technical Reports, ICoVE made a number of suggestions for in-service education. DAVTE has placed considerable emphasis on in-service education and technical assistance during the past three years. QAP funds have supported both locally planned and state-sponsored initiatives for teachers. Considerable efforts were focused on in-service education for teachers working with special populations students, particularly for teachers involved in the mainstreaming of special needs students.

Another ICoVE suggestion was for DAVTE to develop leadership within the RDSs and CC districts for administrators. In-service for these groups, in addition to administrative

information, include techniques for focus groups, nominal group techniques, and strategic planning. Through a joint effort with the University of Illinois, DAVTE co-sponsored a leadership development institute for regional systems directors and a community college research and development center at the university.

Considerable attention has been given to the integration of academic and vocational education during the past three years. Illinois has continued its participation in a national consortium of states for the development, fieldtesting, and implementation of applied academics.

In-service education funds have been used to work with teams of academic and vocational education teachers. Other curriculum work has furthered the integration of academic and vocational education learnings, as well as the preparation of competency-based materials. The verified and validated worker task lists serve as the basis for all curriculum and program development.

An improvement of the involvement of the private sector in both local and state programs has taken place during 1989-1991. The local educators have expanded their use of the private sector and it has become more involved in specific task force initiatives. The local advisory councils have also taken shape and more are functioning now than were in 1988. Administrators assess the contributions made as being more useful. In-service to local teachers and administrators about how to work with the private sector may have contributed; however, ICoVE's study about public-private partnerships indicated there is still room for improving educators' skills pertinent to working with the private sector.

During the past 12-18 months, considerable attention has been given to "gearing up" for the reauthorization of the federal Carl D. Perkins Vocational Education Act. The amended act gives special consideration to those special needs populations with the greatest need. This will cause a significant shift of priorities throughout the state.

In addition to shifts in populations to be served, new federal legislation calls for unprecedented accountability. DAVTE has spent considerable time working with and involving RDS directors and community college deans in preparing for the establishment of performance standards and measures as called for in the reauthorized legislation.

DAVTE conducted focus groups involving educational practitioners and the private sector during FY 90. The purpose of the focus groups was to identify the outcomes of vocational education needed for the 90s. The results are being used as the goal statements in the 1992-94 State Plan for Vocational Education.

Future Directions.

The Illinois State Board of Education has requested that DAVTE submit suggestions for changes needed in the Education for Employment Policy and Administrative Plan. With EFE implemented, some fine adjustments may be in order.

RECOMMENDATION

It seems apparent that it is an appropriate time for ISBE to implement the EFE policy to the fullest extent for the adult workforce in Illinois. As a result of its review of the EFE policy and the role it has played in developing the Illinois workforce, the Illinois Council on Vocational Education recommends that the Illinois State Board of Education--

IMPLEMENT A PROCESS FOR RETRAINING, UPGRADING, AND MAINTAINING THE ILLINOIS WORKFORCE, INCLUDING BASIC AND OCCUPATIONAL SKILLS, AS PART OF THE EFE POLICY.

As DAVTE continues to refine the EFE policy, it must give particular attention to maintaining, upgrading, and retraining the existing workforce.

•All agencies involved in job training must work together to clearly identify the role each involved agency must fulfill. Roles will include such initiatives as job training, assessment, referrals, retraining, upgrading, basic employment skills, academic skills, applied academics and others. Agencies needing to be involved include ISBE, ICCB, IBHE, DORS, IDPA, DCCA, DCFS, IDES, IDOC, and others.

•By the year 2000, Illinois will need to retrain approximately 450,000 or 75% of the current workforce. During that same period, nearly 2,000,000 Illinois workers will need to increase their achievement of grade level at least one grade level. Both of these education and training needs are essential if the current workforce is to "keep up" so they can remain employed in the year 2000.

•It is estimated that Illinois corporations are spending $450,000,000 annually for training. Of that, about 31% or $139,500,000 worth of this training will be purchased. If it is not purchased from public education, private schools and vendors will provide the services. Traditionally, public education training has been far more cost-effective than private education. The educational system must gear up to provide world-class educational programs for the current workforce. Corporate entities are already paying taxes to support public education. Public education must provide cost-efficient programs in return.

•Vocational education must coordinate with adult education and JTPA programs to assure the private sector that retraining will include an integrated program of vocational and academic skills which includes the application of academics.

•Adult education must be prepared to assist corporations to provide workers with basic skills such a reading, math, problem-solving, teamwork, communication skills, and decision-making skills which are often lacking in today's workforce.

•Schools must prepare students to continue schooling beyond high school, particularly for Tech Prep or 2+2 programs. Today, 54% of the jobs in the workplace require training beyond high school. By the year 2000, this will increase to 65%. Emphasis by ISBE on the development of the Tech Prep initiative is commendable.

•Maintenance of the workforce must be given a place of prominence in the EFE structure. Its relationship to Tech Prep must be clearly defined.

•The private sector must form partnerships and work cooperatively with the three state agencies for education, i.e., ISBE, ICCB, and IBHE, in order to clearly articulate the specific training needs and performance standards that must be met.

•Education must open its doors to the private sector and seek its advice regarding performance standards and measures needed for the current and future workforce.

Follow-up

Report #3

ADVICE TO THE PRIVATE SECTOR

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REPORT #3:
ADVICE TO THE PRIVATE SECTOR
Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 ADVICE TO THE PRIVATE SECTOR

Involvement of the private sector with educational programs in Illinois continues to be mobilized, primarily at the request of the vocational education community. Increasingly, the private sector reports that it volunteers its services. This is a welcomed action. However, the educational community, particularly administrators who are often contacted by the volunteering private sector, often does not know how to direct or use the private sector services offered. As a result the offer is not followed up and the private sector assumes that its assistance is either not needed or not wanted. This is truly a tragedy.

When the private sector has become successfully involved with the educational community, the reported results are beneficial to both partner-member. The VIP internship for educators in the private sector is a good example.

In a study conducted by the Illinois Council on Vocational Education, the private sector has articulated its concern and need for improving education. The private sector has clarified its needs and suggested ways in which it can help. The private sector has identified a variety of ways in which it can coordinate its own efforts to better serve education.

Primarily, the private sector told ICoVE that education must improve the basic skills of students. The private sector identified nine basic skills and went on to say that not only must students master these skills, they must also be able to apply these skills. The private sector offered its help to education in this effort by assisting educators to develop materials and instruction about applying the basic skills. ICoVE encourages the private sector to step forward with this assistance.

[NOTE: The nine basic skills defined include 1) reading, writing, and math skills; 2) communication skills including listening and oral communication; 3) employability skills including work attitudes and responsibilities and knowing how a business operates; 4) critical thinking, problem-solving, decision-making; 5) group and teamwork skills including interpersonal and social relations; 6) self-esteem, goal setting, and personal and career development; 7) keyboarding and computer literacy skills; 8) leadership skills and improving organizational effectiveness; and 9) basic concepts of technology systems. Of these, the basic academic skills were designated as the first two sets of basic skills, i.e., 1) reading, writing, and math skills and 2) communication skills, including oral and listening.]

The private sector has made equipment and facilities in the workplace available to educational programs. The private sector is willing to do this because schools cannot always afford the equipment and it believes "hands-on" experience is important. Further, the private sector believes the experience in industr, or in the workplace is valuable to students.

Representatives of commerce, industry, and labor are becoming increasingly involved with vocational education programs by serving on advisory committees and councils at the local level. Through advisory groups, the private sector has reviewed programs and facilities and reported to and advised local boards of control and boards of education. ICoVE recommends the private sector continue in this manner. Representatives of the private sector told ICoVE they are willing to serve

on advisory committees if they are more than "window dressing." If they give their time, they want to work and accomplish a goal.

The expertise within the workforce is needed in the instructional process. Whether the private sector may go into the classroom or take the classroom to the workplace, team-teaching, guest speakers, demonstrations, and tours by the private sector expert are invaluable instruction. Again, the representatives participating in ICoVE's study indicated they were willing to do this.

Reauthorization of federal vocational education legislation calls for a statewide core of standards and measures of performance for all vocational education. This is an area in which private-sector participation is a must. During ICoVE's study, numerous trade associations indicated they would be interested in working with education to develop these standards and measures.

ICoVE continues to encourage the private sector to become involved with vocational education and academic education as well. It a must that workplace needs be adequately and continuously communicated to the educational system.

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTION
----------TO THE PRIVATE SECTOR----------	
Action One: Communicate present and future workforce needs. (Considerable progress)	The private sector has been vocal about its dissatisfaction with education's ability to serve the workforce. Some difficulty in terms of how clearly educators and the business community communicate with each other exists, as does controversy over clear role definitions. ICoVE has observed that larger business and labor groups are most likely to come forward at the state level to communicate present and future workforce needs, whether this input is solicited or not. Most of these groups also tend to offer their assistance. Smaller business and labor groups are most likely to communicate their needs at the local level when some form of relationship or partnership already exists and when asked to provide input. State Director Miguel said, "Business tends to underestimate the power it has and the help it can be." Several large corporations and groups have taken a proactive position in Illinois and have become involved at the state level. Some of these include the Illinois State Chamber of Commerce, the AFL-CIO, the Illinois Manufacturers Association, State Farm, Caterpillar, the Illinois Leadership Council in Agriculture Education, Farm Bureau, and others. They have encouraged private- sector input. When ICoVE went to the private sector for input, it had excellent response from both large and small corporations, as well as family-owned business. At the local level, the private sector has become involved in the new tech prep initiative to help identify and design needed programs. As work toward establishing and assessing performance measures and standards progresses, the private sector will need to become an even closer ally to education.

----------*TO THE PRIVATE SECTOR*----------

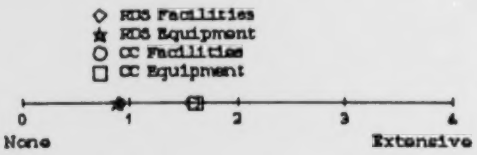
'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW–UP ACTIONS

Action Two: Share facilities and equipment in the workplace.

(Limited progress)

ICoVE asked regional delivery system directors and community college career deans to rate the private sector involvement in their region on sharing facilities and equipment. Community colleges are more involved with the private sector in sharing equipment and facilities than the secondary systems. Community colleges may be able to help provide in–service to secondary teachers concerning effective strategies for working with the private sector and also ways to expand work–based learning programs. The average ratings provided by each of the groups on a scale 0=None to 4=Extensive were:

	RDS		CC	
	Mean	s.	Mean	s.
Facilities	.91	.94	1.59	.96
Equipment	.89	.84	1.62	1.13



Action Three: Give educators job experiences in the private sector.

(Considerable progress)

State Board staff indicate that response from the private sector to provide internship (VIP program) slots to teachers for job experience in the private sector is excellent, perhaps even better than teacher participation. Several Educational Service Centers (ESCs) report that after businesses participate for the first time, they often indicate they would be willing to expand their participation in future years.

Caterpillar, Inc. like other corporations has established slots for plant participation in the VIP internship program.

Some employers in the St. Louis, MO area requested to participate in the internship program. MacDonald–Douglas provides 2–3 internship slots annually and has called to thank State Board staff for letting it participate even though it is out–of–state.

Since 1985, approximately 1,000 vocational education teachers have participated in VIP each summer. Beginning in 1987, administrators, guidance counselors, and corrections staff were included. Legislation for academic teacher participation was passed in 1990, but funds were not appropriated.

----------*TO THE PRIVATE SECTOR*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Action Four: Serve on advisory councils -- share expertise. (Partial progress)	ICoVE's follow-up survey inquired about the number of private-sector representatives serving on advisory councils at the community colleges and in the regional delivery systems. RDSs reported an average of about 54 representatives serving on various advisory councils. The average number reported by community colleges was 153. Community colleges have more individual program advisory groups than regional systems do. Community college deans and system directors reported to ICoVE that advisory council members have benefitted students and programs most by the following: • Reviewing programs • Identifying tasks • Sharing teaching • Giving demonstrations and field trips • Providing slots for work-based learning • Making available facilities and equipment • Providing instructional suggestions and materials • Providing internships • Reporting to administrators and board members • Promoting a positive image Advisory councils in academic subject matter continue to be nonexistent. The private sector initiated considerably more involvement with community colleges than with regional delivery systems. Administrative staff and vocational instructors in community colleges more actively seek private-sector involvement in vocational education programs than do their counterparts at the secondary level.
Action Five: Verify occupational tasks for curriculum development. (Completed satisfactorily)	Representatives of the private sector have continued to be actively involved in verifying occupational tasks for curriculum development. DAVTE has required task list verification for all programs approved for funding in the regional delivery systems. Although not required, many community colleges have also involved private-sector representatives in verification of occupational task lists.
Action Six: Encourage education's role in preparing and maintaining the workforce. (Partial progress)	The private sector needs to act on what it's saying to education and on what education's role in preparing and maintaining the workforce should be. Communication regarding workforce needs are directed by local, regional, and state boards to vocational education. This indicates that policy makers have not yet "gotten the message" that the problem goes beyond vocational education, and therefore, the solution must also.

----------*TO THE PRIVATE SECTOR*----------

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW-UP ACTIONS
	Both ISBE and IBHE have appointed blue ribbon committees of private-sector personnel to discuss education's role. The IBHE committee is working with ICoVE's business and labor study as part of its effort. ISBE has two ICoVE members on its committee.
	The private sector needs to stress education's role in maintaining the current workforce and in upgrading current worker skills.

Lines of communication between the workplace and vocational education are beginning to open. However, private-sector involvement with the academic arena is marginal at best, thus a barrier to partnerships between regional business/industry task forces; education; and the commerce, industrial, and labor communities.

1. Is the educational community fully apprised of workforce needs? . . . Does it understand the integral relationship of academic competencies with occupational skills? . . . How can the private sector help to explain this relationship?

2. Are local programs using the expertise of the private sector effectively? . . . Does the private sector serve on program advisory councils? . . . Assist with providing instruction? . . . Open its doors to educational programs? . . . Advise and assist with program development? . . . With equipment acquisition? . . . Report to the board of control?

3. Has the private sector made its views known about education's role in preparing a highly skilled and qualified workforce? . . . In the economic stability of the nation? . . . In improving productivity in the workplace? . . . In enhancing our competitive capacity in a world market? . . . In maintaining and retraining our current workforce?

PROGRESS OF RESPONSES TO RECOMMENDATIONS
by the private sector

ICoVE found that the private sector has responded and made at least some progress related to all of the recommendations made. Private-sector involvement continues to be needed.

To Private Sector
- 1 Completed satisfactorily
- 2 Considerable progress
- 2 Partial progress
- 1 Limited progress

6 Total

Follow-up

Report #5

ACCESS OF TARGETED POPULATIONS TO QUALITY VOCATIONAL EDUCATION

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REPORT #5:
ACCESS OF TARGETED POPULATIONS TO QUALITY VOCATIONAL EDUCATION
Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 TARGETED POPULATIONS

As demographic changes increase the portions of new workforce entrants who represent special needs populations, the need to provide programs and services to prepare these populations for employment remains a priority. Most of these groups have been traditionally underserved by vocational education. Making vocational-technical education accessible to special populations has been, and continues to be, the number one strategy for serving them.

New federal legislation, to be implemented in FY 92, increases the intensity with which these groups will be targeted. In addition, the legislation establishes requirements for measuring success. When success does not occur, state-level assistance must be provided.

During FYs 89, 90, and 91, the State Board and DAVTE have implemented a variety of special programs for special populations. Coordination with other agencies and with special education has been expanded.

Special attention has been given to the transition of special populations to the world of work. Assistance in making these adjustments is often crucial to their on-the-job success. Attention has also been given to assist the secondary student with smooth transition into postsecondary programs. Vocational educators serve on transition coordinating councils at the local level.

The General Assembly created some special programs for targeting potential dropouts and assigned funds and administrative responsibilities to ISBE. ICoVE has repeatedly suggested better coordination of these programs with vocational education. This has not occurred.

In several prior reports of ICoVE, the Council has urged the State Board to re-examine its role in the state's economy in preparation of the workforce and in maintaining that workforce. The Board has not responded. The most visible neglect resulting from the State Board's failure to re-examine its role is in the area of maintaining the workforce.

The State Board has provided limited, if any, leadership to the retraining, upgrading and revitalization of the existing workforce to be competitive in a highly technical, global marketplace. From ICoVE roundtables with business and labor representatives, the need to upgrade and retrain the workforce was reiterated repeatedly. In addition to skill competencies, considerable academic education is needed. The State Board must include the adult population in its access effort. (Disadvantaged adults are targeted in federal legislation.) To date, this has not been common practice.

Services for special needs populations have continued to grow. Efforts to reach populations most in need have increased. In-service education for faculty in how to work with special population groups has also expanded. The State Board is to be commended for its efforts at the secondary and postsecondary levels.

Community colleges are to be commended for their efforts to assist special needs populations as well. Community colleges provide financial assistance, extensive

remedial education, tutorial programs, and special programs directed to special needs. The student services available at most community colleges to offer special services on an individual basis are quite sophisticated.

In looking ahead for the impact of newly reauthorized federal legislation, the results should emerge from the basic considerations which are to be provided for special populations throughout their vocational education participation.

- equal access to recruitment, enrollment, and placement activities;
- equal access to the full range of vocational education programs;
- a least restrictive environment;
- coordination among vocational education, special education, and rehabilitation agencies for individuals with handicaps;
- information related to vocational education program opportunities, eligibility, specific courses, special services, employment opportunities, and placement.

In addition, special populations participants in targeted sites or programs will be provided with the following services.

- assistance to enter vocational education programs;
- assessment of special needs;
- supplementary services, including curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices;
- guidance, counseling and career development;
- services designed to facilitate transition from school to post-school employment and career opportunities.

The vocational-technical education community is urged to continue its efforts with special populations. As qualitative data become available through new reporting requirements, the information should be used for expansion decisions, and the most successful initiatives can be identified for replication.

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
----------TO ILLINOIS STATE BOARD OF EDUCATION----------	
Continue to emphasize access of vocational education programs and populations; monitor the results of those programs and services on both the individuals and the workplace. (Continued activity)	Access of vocational programs and populations continues to be a priority in the State of Illinois. It is one of the goals of the State Board policy on Education for Employment. The handicapped and disadvantaged students participate in vocational education; this continues to be a mainstreaming effort. Through postsecondary and regional monitoring activities for compliance with civil rights legislation and Vocational Education Support Services Application (VESSA) requirements, access to vocational education is closely monitored. Statistical information from the Vocational Education Data System (VEDS) and from final reports is used to monitor programs. Monitoring continues to provide quanitative data. The macro data system now under development will provide more qualitative information.

----------TO ILLINOIS STATE BOARD OF EDUCATION----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Determine education's role in helping to raise the educational achievement level of those 2,000,000 workers who need additional education by the year 2000. (No activity/nothing initiated)	ISBE has not addressed the issue of adult education in terms of the need to raise the education level of 2,000,000 adult workers by the turn of the century. As this need becomes more critical and needs assessment pertinent to the workforce is conducted, staff believe these adults may be targeted. State Board staff indicated to ICoVE that the effort needs to come from a partnership of vocational education, adult education, JTPA, and the private sector.

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS

----------TO REGIONAL DELIVERY AND COMMUNITY COLLEGE SYSTEMS----------

Give special attention and leadership to identifying and designing programs and services for special population groups. Consult the private sector throughout the process. (Partial progress)	Statewide in-service workshops are held three times a year to assist secondary and postsecondary personnel to identify and design programs and services to meet the needs of special populations. Periodically regional meetings provided by DAVTE staff help to in-service local program and service personnel for addressing the needs of special populations. The private sector has not been actively involved in planning programs at the state level. Some examples of involvement exist at the local level, but most are isolated instances.
Assume a leadership position in working to advance the educational achievement level of the existing Illinois workforce. Do this in cooperation with adult education leadership. (Partial progress)	The State Board has taken neither a leadership position nor a pro-active position to advance the educational achievement of the existing workforce. Funds for disadvantaged adult programs are channeled through the community college board to support programs at the community college. Most of the programs are short term, non-degree. Adults may take one course to up-date their skills, etc., or more, depending on the individual needs.
Give attention to identifying the results of the services and programs provided in the EFE plan for special needs students. (Partial progress)	DAVTE staff monitors on-site services and programs provided to students with special needs. Staff also assist regional systems and postsecondary agencies in conducting a self-evaluation of these programs and services. Both fiscal and program accountability is emphasized. Although staff monitor these programs regularly, most of the monitoring results in quantitative reports and compliance reports. Individual success stories of students are available. The availability of impact or qualitative information remain limited.

----------*TO REGIONAL DELIVERY AND COMMUNITY COLLEGE SYSTEMS*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Provide leadership for recruiting special needs populations at all levels. (Considerable progress)	DAVTE encourages information to be provided to special needs students and their parents at the 8th grade level to encourage participation in vocational education. New assessment requirements, including career interests, appear to have encouraged special needs students to enroll in vocational education. State and regional staff with special needs responsibilities assist local schools with recruitment activities. Efforts have been made to assist secondary and postsecondary personnel to offer transition programs to assist at-risk populations in making a smooth transition from secondary to postsecondary education. Articulation agreements between the two levels are beginning to reflect a more formalized approach to transition services. New data which will be required under the new Perkins legislation should reveal the effects of many of these efforts.
Coordinate services whenever possible to avoid unnecessary duplication, including services available outside of education. (Considerable progress)	Activities which have been initiated to avoid duplication of services include: • The Department of Rehabilitation (DORS), the ISBE Department of Special Education and ISBE Department of Adult, Vocational and Technical Education (DAVTE) have formalized a newly developed interagency agreement. This agreement encourages local interagency agreements that will reduce unnecessary duplication of services. • The departments of special education and vocational education within ISBE have worked together on transition projects and certification requirements. DAVTE staff participate on a transition task force and in in-service education conferences designed for special educators.
Continue incentives to encourage at-risk populations to remain in school or return to school. (Continued activity)	Incentives offered to at-risk populations include: • Assessment (to promote proper placement) • Individual Career Plans (ICPs) • Tutors • Interpreters • Specialized materials (adapted to individual needs) • Transition services • Work experience programs • Lab fee/supplies

----------*TO REGIONAL DELIVERY AND COMMUNITY COLLEGE SYSTEMS*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
	DAVTE has developed a brochure and handbook to facilitate transition planning and services for disadvantaged and limited-English-proficient students. This is a commendable effort.
Use in-service education to assist faculty working with special needs students to better understand students' needs and how to fill the need.	DAVTE staff provide in-service education to regional special needs coordinators who in turn provide in-service education to administrators, counselors, vocational education and special education teachers. A major thrust for FY 91 was in-service education for teachers concerning teaching strategies such as cooperative learning, content reading, and learning styles.
(Considerable progress)	A statewide Linkage Conference was funded in FY 91 by the Department of Rehabilitation (DORS) and the special education and vocational education departments of ISBE. DAVTE staff presented workshops at numerous statewide meetings, including Chapter 1, Special Education, DORS, Department of Mental Health/Developmental Disabilities (DMH/DD) and Department of Corrections (DOC). DAVTE sponsored five seminars in conjunction with the Illinois Vocational Association (IVA). The seminars covered issues related to working with special needs. In addition to faculty, administrators also participated. Seminar topics included: • Serving minorities • Learning styles of students • Changing family structures • Improving the self-image of target populations • Placing graduates of vocational programs with employers, particularly at risk students.

Newly adopted federal legislation for vocational education places its primary emphasis on special populations. As funds are targeted to programs serving these populations, the State Board, in concert with local programs, will need to seek answers to some of the following:

1. What are the most efficient and effective programs and strategies for serving economically disadvantaged students? . . . Handicapped students? . . . Single and teen parents? . . . Potential dropouts? . . . Limited-English-proficient participants? . . . Dislocated workers and displaced homemakers? . . . The incarcerated?

2. What role can the private sector play in helping to serve targeted population groups having special needs? . . . What role can community groups play? . . . How can a smooth transition to work or continued education be assured?

3. Are state and federal agencies and programs continuing to coordinate efforts at the state level? . . . How coordinated are local efforts?

4. Are schools aggressively seeki ways to serve the current workforce? . . . To upgrade worker skills? . . . To improv their academic competencies? . . . To provide needed instruction related to advancing technology? . . . Is the school or industry-setting the most cost-effective? . . . Which provides the most effective training? . . . What barriers prohibit access of adults?

5. Do schools see a role in working with adults already in the workforce? . . . Do school boards/district boards of control see a role? . . . Administrators? . . . Teachers?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS

by ISBE, Regional Delivery Systems and Community College Systems

A review of responses indicates the regional delivery systems and community college districts have made progress in all of the areas suggested.

ISBE
- 1 Continued activity
- 1 No activity/nothing initiated

Total 2

RDS/CC
- 1 Continued activity
- 3 Considerable progress
- 2 Partial progress
- 1 No activity/nothing initiated

Total 7

Follow-up

Report #8

IMPROVING VOCATIONAL EDUCATION QUALITY

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REPORT #8:
IMPROVING VOCATIONAL EDUCATION QUALITY
Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 IMPROVING VOCATIONAL EDUCATION QUALITY

The assessment of quality in vocational education programs is difficult. In its 1986-87-88 reports, ICoVE reiterated repeated statements about the lack of result data, information about impact, and accountability. As a result, ICoVE could only target processes being used and, at best, speculate what process strategies might enhance quality.

Among its suggestions to the State Board for enhancing quality, ICoVE included developing and providing leadership for program improvement strategies, professional development initiatives, improved communications with regionals and districts, increased attention to labor force needs and labor market information, clarity of role and mission, more input from the private sector, and more priority to maintaining a quality workforce. ICoVE also requested that the State Board carefully assess the results of each activity in order to have information about the impact which could be used for future planning.

Long-range planning during FY 91 by DAVTE has resulted in a set of state goals toward which local and regional systems may direct their efforts. The statement identifies outcomes for student achievement. Assessment of achievement will provide the state with information about the quality of its vocational-technical education programs. Areas for outcomes include:

- Occupational competence
- Academic achievement
- Employment
- Educational attainment
- Economic competitiveness
- Access and equity

Staff of the State Board were quick to acknowledge the lack of qualitative information to determine the impact of programs on student performance. In FY 90, DAVTE released an RFP (request for proposals) to develop a macro data system which could tie together many of the state's data collection for financial and enrollment information.

The macro data base is being designed to include competency performance, academic achievements, performance measures, including placement, retention, wages, and other follow-up data. The system will be phased in with an implementation projection of FY 93. ICoVE commends the State Board for undertaking this project.

New federal legislation also requires a change in the kind of information collected. Legislation places considerable attention on performance standards, student performance, academic achievement, and job placement, to name a few. The macro system will be crucial to implementing evaluation requirements of the new Perkins Vocational and Applied Technology Act.

Federal funds for program improvement under newly reauthorized legislation will greatly curtail the magnitude of program improvement projects to which Illinois has become accustomed. Most funds will be used to improve programs which target special needs populations. Funds for program improvement of the mass of vocational education will not be available, except for the integration of academic and vocational education. Illinois may wish to carefully identify its program improvement needs to determine if state funds will be needed. Sunset legislation for specific improvement priorities might be a viable option.

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW–UP ACTIONS
TO ILLINOIS STATE BOARD OF EDUCATION	
Provide state leadership for full implementation and fine tuning of the Education for Employment Policy and administrative plan so that once in place, the system will provide an articulated, well–defined mechanism for ongoing program improvement and responsiveness to the existing and future workforce needs. (Limited progress)	The State Board lacks jurisdiction at the local level. However, a mechanism can be put in place to facilitate program improvement. The macro data system may provide information which could be used to determine needs for program responsiveness and program improvement. New legislation targets quality vocational education, thus requring increased attention to program improvement. During the past year, DAVTE has been working toward identifying measures of performance and quality.
Identify program results to determine the extent to which program quality and efficiency exist. (Future implementation planned)	The macro data system currently being developed will combine evaluation information with other data elements. With reauthorization of federal legislation standards, performance criteria will become part of the evaluation and data collection process. These additional pieces of information will help to identify program results in terms of quality and efficiency. Attempts to measure whether or not worker productivity or worker skills are improved as a result of vocational education participation have not occurred. However, the new MACRO information system will incorporate follow–up information such as job placement and advancement. These should address skills. A good method of measuring worker productivity has not been devised; however, a component of productivity, adapting effectively to change, has been identified as a measure of competitiveness.

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
TO ILLINOIS STATE BOARD OF EDUCATION	
Develop a plan for program improvement to provide leadership and clear direction for regional and district efforts and identify the desired results. (No activity/nothing initiated) (Redirected activity satisfactorily)	DAVTE has not developed a plan for program improvement to provide leadership and clear direction for regional and district efforts, but it did sponsor and provide funds for several program improvement initiatives: • training sessions for regional delivery system directors and community college deans (3–4 annually), • special training sessions for new systems directors, • regional vocational administrators (RVAs) providing one–on–one consultation to new system directors, • a "buddy–system" or mentoring approach has been established to assist new directors,

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
	• advisory groups to provide leadership at the local or regional levels. Through the annual review of the local application, programs are reviewed annually and a program improvement plan is developed for each system. DAVTE has given a great deal of attention to keeping the vocational education community apprised of reauthorized legislation and its forthcoming impact on districts and systems. DAVTE has also involved the grassroots in establishing goal areas for Illinois through participation in its focus groups. This "forward thinking" approach has helped to alert regional and district administrators of future program improvement needs for inclusion in their local plans. The University of Illinois initiated an Institute of Administration and Leadership Development which now has a two-year success rate. The Annual Rupert Evans Symposium focused on leadership in 1990. The symposium is an activity of the University of Illinois. Funds from the Perkins Act are used to provide partial support.
Clearly focus state-level efforts so the grassroots can visualize how state and local efforts accomplish compatible missions. (Considerable progress)	DAVTE has exerted effort to apprise the grassroots level of state direction as it relates to localized initiatives. During FY 90 a series of focus groups were conducted by DAVTE to gain input into needed directions for Illinois' initiatives. The announcement of available tech prep planning grants provided a clear message to the grassroots concerning new directions. The State Superintendent has reiterated the State Board's support of tech prep on numerous occasions. The newly authorized federal Act for vocational education includes requirements which will assist the State Board in delineating direction for future vocational education initiatives. DAVTE has been assertive in keeping local personnel apprised of anticipated changes resulting from new legislation.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Use a task force to help identify state-level program improvement activities which would be useful to the RDSs and community colleges in meeting their program improvement needs as part of the State's plan. (Redirected activity satisfactorily) (Considerable progress)	A major activity of the Department of Adult Vocational, and Technical Education during the past 18 months has been the conduct of focus groups to obtain input on the next state plan and to validate program area targets. Over 250 people participated, including both public- and private-sector representatives. Following the focus groups, staff prepared an input survey (based on the focus groups) to solicit additional input. Several suggestions for program improvement were gathered. The University Council on Vocational Education in Illinois (UCVEI) identified program improvement needs, particularly those related to staff development needs. UCVEI relayed suggestions to DAVTE staff. UCVEI was instrumental in establishing scholarships for minority students entering teacher education programs. The UCVEI is currently identifying research needs for Illinois. Several task forces have been established by DAVTE for special programs/initiatives such as sex equity, guidance and counseling, and administrative leadership. The Administrative Advisory Council was appointed to work with DAVTE leadership to help identify program improvement needs. They have identified 9 goals toward which future efforts will be targeted. In addition, an RDS Directors Leadership group has been established to focus on RDS needs for program improvement.
Collect placement and longitudinal follow-up data for planning and assessment purposes. (Partial progress)	Placement information will become part of the state's new macro data system. No plans have been made to conduct longitudinal follow-up. However, the system will accommodate short-term progress, particularly progress in academic achievement.
Incorporate all vocational education participation and result data into one data system in order to present an all-encompassing profile of vocational education programs, services, and activities including accompanying results. (Partial progress) (Future implementation planned)	Participation information and performance standards measurements will be incorporated in the new macro data system. This will allow vocational education to report the impact of programs on participants. The macro system will be phased in over the next two years.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Streamline processes wherever possible to extend limited program improvement resources needed for meeting priority needs of the community college districts. (Considerable progress)	An administrative advisory committee composed of RDS directors was created by DAVTE for the purpose of advising about requirements of the regional systems. One activity undertaken by the group has been to review paperwork. Community college districts have not been directly involved, but may have benefitted indirectly. ICoVE asked community college deans and regional system directors if reporting processes and paperwork had been streamlined during the past two years. Eighty-six percent of regional directors and eighty percent of the deans responding indicated that processes and paperwork had not been streamlined. Areas Identified for Further "Streamlining" <u>Regional Delivery System</u> • All paperwork • Homemaking application process • Curricular activities • The plan • VIMS • VEDS and claims • Program approval process • Projects • Qualifying at-risk student documentation <u>Community College</u> • Reports • Grant application • Accounting procedures • Number of special contracts for Carl Perkins funding Those respondents who indicated that "streamlining" had taken place in the past two years cited the following examples. <u>Regional Delivery System</u> • No quarterly reports for some grants • VEDS and claims report • VIMS • EFE plan easier to submit • Single grant application <u>Community College</u> • Reduction in plan paperwork • Implementing of grants • Semi-annual rather than quarterly reports for grants Source: ICoVE survey of RDS, CC, & SDA

8.6

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS

Conduct a thorough assessment of efforts and results in RDSs and community colleges pertaining to services for the adult population regarding upgrading, retraining, maintaining, or developing occupational skills. Use the results as a basis for developing a plan to enhance vocational education's programs for this population and evaluate the impact.

No activity/nothing initiated

'89–'90–'91 FOLLOW-UP ACTIONS

The State Board has not assessed efforts of the RDSs or community colleges concerning programs and services to maintain a quality workforce by serving the adult population.

The State Board has not conducted an assessment of services for adults. Staff is attempting to form an advisory group of community college administrators to advise on issues pertaining to community college programs. An assessment of services and needs may serve as an effort needed since the majority of adult services are provided through community colleges.

In a survey of system directors and deans, ICoVE inquired about some of these services. The questions asked are followed by the responses.

"Which of the following types of programs are provided for the adult workforce in your region/college?"

Frequency of Responses

	RDS	CC
Upgrade current skills	26	29
Retrain current workforce	17	28
Maintain current skills	11	26
Develop/customize programs	10	27
Enhance basic skills	19	29
Provide apprenticeship support	6	12
None of the above	8	0

Others:

Regional Delivery System	Community College
Activities handled by community college	ESL (English as a second language)
Teen parent programs	GED
Literacy	ABE (Adult basic education
High school credit	Tutoring
ESL (English as a second language)	ALIVE
	Mandated health & safety training
	Dislocated worker
	Testing & counseling
	Internships
	JTPA programs
	Telecourses
	Union-supported instructional offerings for self-development

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS

'89-'90-'91 FOLLOW-UP ACTIONS

Community college programs for adults are more extensive than those offered by the RDS. CCs provide a wider array of services and programs. Both systems offer programs for retraining, upgrading, and maintaining the workforce. Occupational skills, including technical skills, are also offered. CCs have a greater capacity to provide unique services to meet unique needs of adults.

"In what occupational skill areas are most programs for adults offered?"

The most frequently cited responses were:

Regional Delivery System	Community College
Business education	Automotive
Computer/secretarial skills	Secretarial
Agriculture	Computers
Industrial	Business
Health	Technical training
Machining and welding	Health
Auto body	Industrial
	Nursing

"Are other services, i.e., job seeking, counseling, assessment, provided for adult workers?"

	Yes	No
RDS	46%	54%
CC	100%	0%

The most frequently offered services included:

Regional Delivery System	Community College
Counseling	Counseling
Vocational assessment	Job placement
Financial aid	Assessment
Job seeking	Placement testing
Referral	Job seeking
Transition	Resume writing
Job skills course	Career planning
	Tutoring
	Comprehensive adult development

All community colleges responded that they have special services for adults; less than half of the RDSs provide the services. Those services provided are similar, but community colleges have more extensive services.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS

'89-'90-'91 FOLLOW-UP ACTIONS

"Which of the following do you provide in special programs for adult workers to enhance academic skills?"

Frequency of Responses

	RDS	CC
Math computation	17	26
Language arts, communication	12	25
Science	4	8
Computer literacy	20	22

The community colleges appear to make an effort to incorporate academic skills into programs. The RDS also attempts to include academics, but not as extensively as community colleges.

Regional directors and deans were also asked to address a series of questions on assessment of the needs of the adult workforce and the services provided by the region/college.

"To what extent do you believe you have assessed the needs of the adult workforce in your region/district?"

Scale: 0=None to 4=Extensive

	Mean	Std. Dev.
RDS	1.40	.99
CC	2.38	.68

"How are the results of programs/services for the adult workforce assessed?"

	RDS	CC
Formalized follow-up assessment	6%	10%
Informal follow-up assessment	33%	14%
Both formal and informal follow-up	21%	76%
No follow-up of results	40%	0%

Nearly all community colleges report they follow up adult participants. Less than 1/2 of the RDSs follow up adult participants. Both systems indicate that the primary assessments are the worker and employer interviews and surveys and changes in employment as a result of the program. Both groups are critical of the extent to which they assess adult worker needs.

"What criteria are used in assessment?"

Frequency of Response

	RDS	CC
Employment change	7	16
Pay increases	3	7
Promotions	2	10

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS

Employer survey/interviews	9	21
Worker/employee surveys/interviews	13	22
Competency testing	6	6
None of the above	3	0

Other:
RDS - Continued enrollment in courses offered
Requests from community
CC - Industry by industry analysis - conducted by our BII upon request

"To what extent has ISBE helped to assess the needs of adult workers?"

Scale: 0=None to 4=Extensive

	Mean	Std. Dev.
RDS	.84	.82
CC	1.31	.84

Source: ICoVE survey of RDS directors and CC deans.

ISBE has done very little to help the deans and directors to assess the needs of the adult worker.

Encourage expanding the VIP (internship) program to include all teachers and administrators in addition to vocational education staff.

(Partial progress)

Representative Gordon Ropp, ICoVE member, introduced legislation to provide internships for teachers and administrators in areas other than vocational education. Legislation passed the Illinois General Assembly and was signed by the Governor. To date, the bill has received no funding. The State Board supported the bill, but has made no concerted effort to assure its funding.

Continue to provide in-service education to the RDSs and community colleges for using labor market information in the selection and design of programs.

(Continued Activity)

In-service is provided to new RDS and community college personnel who need in-service about how to use the LMI in program planning and design. Periodically, in-service is provided to all RDS directors and CC deans when available LMI changes.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Strengthen and increase requirements for private-sector involvement in programs, services, and activities. (Redirected activity satisfactorily)	Requirements for greater private-sector involvement in programs, services, and activities have not occurred. State Board staff have provided technical assistance to those having minimal involvement with the private sector. Instructional Materials Coordinators provided in-service about how to work with advisory councils when their assistance was requested. The private industry councils (PIC) sign off on regional education for employment plans. Involvement of the private sector at the state level has increased. The State Superintendent has formed a Business-Education Advisory Council which is concerned with the total Illinois educational program, including vocational education. DAVTE increased the number of private-sector representatives involved in state deliberations at focus groups held throughout the state. In addition, DAVTE staff attended roundtable discussions of business, industry and labor conducted as part of ICoVE's study.
Establish a method to determine the extent to which vocational education is improving worker productivity and worker skills. (No activity/nothing initiated	The State Board has not developed a method or strategy to determine the extent to which worker productivity and worker skills are being impacted by vocational education. It should be noted that the new macro system will incorporate some information usable in accountability which will address economic competitiveness, measurement of quality of goals and services, worker productivity and cost-benefits of programs. These should provide some indication of vocational education's contribution. ICoVE inquired of RDS and CCs about methods they use in determining the effectiveness of their programs in terms of productivity and skill improvement. Some of these existing methods of measurement may be useful in building the state's system. Regional system directors and community college deans were asked to rate the extent to which the needs of the adult workforce in their region/district had been assessed. On a scale from 0=None to 4=Extensive, they responded: RDS Mean 1.40 Std. Dev. .99 CC Mean 2.38 Std. Dev. .68 The following indicates how the results of programs and services for the adult workforce are assessed in regional systems and community colleges.

'87-'88 SUGGESTED ACTIONS

'89-'90-'91 FOLLOW-UP ACTIONS

	RDS	CC
Formalized follow-up assessment	6%	10%
Informal follow-up assessment	33%	14%
Both formal and informal follow-up	21%	76%
No follow-up of results	40%	0%

When asked to indicate the criteria used in assessing the results of programs and services, college deans and system directors responded:

	RDS	CC
Employment change	7	16
Pay increases	3	7
Promotions	2	10
Employer survey/interviews	9	21
Worker/employee surveys/interviews	13	22
Competency testing	6	6
None of the above	3	0

Other:

RDS

Continued enrollment in courses offered
Requests from community

CC

Industry by industry analysis - conducted by our BII upon request

Eighty-one percent for regional system directors felt that the programs and services offered to the adult workforce in their region improved productivity.

RDS Measures of Productivity Gains

- Employer comments
- Placement in the workforce
- Through college programs in working with industry
- Clearer knowledge of operation of computers

Ninety-six percent of the community college deans indicated that they believed programs and services offered to the adult workforce by their college had improved productivity in the workforce.

CC Measures of Productivity Gains

- Employer survey
- Working hours
- Employer and employee interviews
- Informal feedback
- Employment in field of training
- Increased introduction of new technologies & equipment into business & industry
- Worker confidence
- Requests for program continuation or additional program offerings

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS

'89-'90-'91 FOLLOW-UP ACTIONS

Eighty-one percent of the system directors responding to the survey indicated that the programs and services provided to the adult workforce improved worker skills. Ninety-six percent of the community college deans indicated programs and services provided to the adult workforce had improved worker skills. Worker skills are measured by:

Measures of Workers Skills

Regional Delivery System	Community College
Employer comments	Pre and post assessment
Instructor evaluations	Employer feedback
Competency acquisition	Informal feedback only
Increased reading level	Job placement rates
Advisory council input that worker skills have increased	Employee feedback

Source: ICoVE survey of RDS, CC, & SDA

Continue to encourage use of private-sector facilities and equipment as a means of providing instruction on up-to-date equipment.

(Limited progress)

DAVTE encourages extension of classrooms into the workplace so that up-to-date equipment can be used.

The community colleges have better access to equipment and facilities of the private sector than the secondary RDSs do. Other results gathered indicate that community colleges have greater communication with the private sector and are more likely to have partnerships than the RDSs.

DAVTE has added incentives to the state funding formula for secondary programs which use the private sector of instruction, i.e. corporate campus.

The Illinois Council recommended to the private sector that they share their facilities and equipment in the workplace. Regional delivery system directors and community college deans were asked to rate the extent to which the private sector in their region shared facilities and equipment. The average ratings provided by each of the groups on a scale 0=None to 4=Extensive were:

	RDS		CC	
	Mean	Std. Dev.	Mean	Std. Dev.
Facilities	.91	.94	1.59	.96
Equipment	.89	.83	1.62	1.13

Source: ICoVE survey of RDS, CC, & SDA

Despite some initiatives, the use of the private sector as an extension of the classroom is limited.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Use information from follow-up data to help design appropriate retention mechanisms. (No activity/nothing initiated) (Redirected activity satisfactorily)	No follow-up designed to identify successful retention mechanisms has occurred. No data have been collected to determine what happens to "non-completers." However, community colleges will be collecting information in FY 91 as part of the evaluation process which will be useful for retention-related studies. The macro evaluation information will provide sequential enrollment data that may also be useful in the future.

As the macro data base is finalized, attention should be given to its ability to identify performance standards and align the results of various program components with the standards. By having needed information about what is making an impact, program improvement strategies can affect program quality.

1. Are performance standards clearly stated? . . . Are expected outcomes defined? . . . Does a clear profile of quality programs emerge?

2. Do teachers understand how to use information to improve the quality of their programs? . . . Are teachers fully apprised of these programs? . . . Is in-service education available to them?

3. What impact has the VIP internship had on classroom content? . . . On teaching methods?

4. How can the private sector become more effective working with vocational and technical education programs? . . . What benefits can vocational education provide to the private sector?

5. Does the education system have a role in maintaining a quality workforce through upgrading and training programs? . . . Who should assume the major responsibility? . . . What special services do adults need? . . . How should adult program effectiveness be measured?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS by ISBE

Although most of the suggestions were directed to ISBE, many were initiated or completed by DAVTE staff. The role of education in maintaining the workforce and serving the adult population continues to go undefined by ISBE.

ISBE

- 1 Limited progress
- 3 Partial progress
- 3 Considerable progress
- 2 Future implementation planned
- 3 Redirected activity, satisfactorily
- 4 No activity/nothing initiated
- 1 Continued activity

Total 17

Follow-up

Report #9

ACADEMIC FOUNDATIONS AND APPLICATION OF TECHNOLOGY

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REPORT #9:
ACADEMIC FOUNDATIONS AND APPLICATION OF TECHNOLOGY
Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 ACADEMIC FOUNDATIONS AND APPLICATION OF TECHNOLOGY

The vocational education community has continued to focus on academic foundations and application of technology. Little attention has been given to the application of academics by the academicians themselves except when initiated by vocational education. The concept of "applied" to many educators continues to be equated with "watered down," "simplified," and "vocational education's role." None of these concepts are shared by the private-sector representatives who tell us, "students need to be able to apply what they know."

The Illinois State Board of Education has maintained a posture of local control over curriculum content. The approach is accepted nearly carte blanche. However, the trade off is clearly slower progress toward any outcome suggesting mastery of basic academics.

The DAVTE has piloted numerous efforts to encourage and enhance more integration of applied academics. The vocational education community is also aware that under reauthorized federal legislation, it must assume large increases in responsibility for academic achievement, as well as skill competence. With federal dollars as the carrot, vocational education has attempted to make progress and forge ahead in this effort.

A great deal remains unknown in terms of effective instructional methods and strategies for achieving the applied outcomes. Vocational education, although surely a leader in the instruction of applied technology, is still racing to catch up with the rapidly changing and advancing technology.

ICoVE's recent study of business and labor needs for a quality workforce made the need for demonstrated mastery of basic academic skills clear. Concerns that workers have the ability to be retrained and to adapt to new processes in the workplace were primary examples given by business and labor that the labor force must be proficient in basic academics. Other needed basic skills were also described. Today's employers recognize that their workforce must know how to learn, how to apply, and how to adapt if they are to maintain a competitive edge in the global market place. No longer, they tell us, is it enough to "know how to operate a machine." Today's worker must "know how the machine operates."

The issues of improved instruction in academics and technology continue to plague the educational community in the 90's. Joint efforts to get a handle on what needs to be done and how it should be done are a must if education is meet the challenge of preparing of workforce capable of being competitive in a world market place.

9.2

'87-'88 RECOMMENDATIONS	'89-'90'-'91 FOLLOW-UP ACTIONS
TO ILLINOIS STATE BOARD OF EDUCATION	
Promote a statewide, year-long campaign involving partnerships with the private sector to apply academic skills and integrate technology-related concepts into all educational programs in Illinois, kindergarten through adulthood. (No activity/nothing initiated)	No efforts have been made on a statewide basis to fully integrate technology-related concepts into educational programs throughout Illinois schools. A great deal of lip service has been given to the idea by both the private sector and educators, but no plan to direct such an action has been developed.

'87-'88 SUGGESTED ACTIONS	'89-'90'-'91 FOLLOW-UP ACTIONS
ISBE & DAVTE RESPONSES TO SUGGESTED ACTIONS	
Require and monitor instruction in computer use and application in early elementary education. (ISBE - No activity/nothing initiated) (DAVTE - Limited progress)	The Illinois State Board of Education has not established requirements for computer use and application in early elementary programs. Teacher qualification and certification issues will need to be addressed as part of such a requirement. DAVTE has established a Career Education Task Force to attempt to ascertain what has been done and what plans are "on the drawing board" for elementary programs related to both computer-specific programs and technology programs.
Identify technological concepts to be taught in elementary education. (ISBE - no activity/nothing initiated) (DAVTE - Partial progress)	Technological concepts appropriate at the elementary level have been identified for the areas of agriculture and industrial education. A special curriculum project in industrial education has designed curriculum materials for technology at the junior high level. Incorporation of the industrial-related technical concepts into elementary curriculum is more of a local effort depending on local industrial teachers. The Illinois Commitee on Agriculture Education (ICAE) is emphasizing technology and computer curriculum in its "Ag in the Classroom" materials. These include elementary and junior high level materials. Through the use of special state appropriations for agriculture, in-service education for elementary teachers to use the materials is being conducted. Home economics has begun to identify appropriate concepts, but no major effort to implement them has been organized.

----------*ISBE & DAVTE RESPONSES TO SUGGESTED ACTIONS*----------

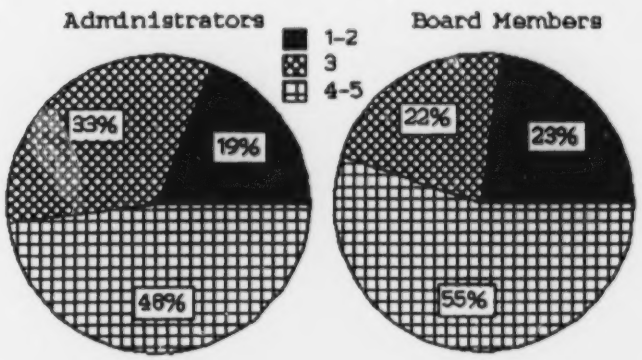
'87–'88 SUGGESTED ACTIONS	'89–'90'–'91 FOLLOW-UP ACTIONS
Establish standards of achievement in academic areas that must be met at various educational levels before students advance and target remedial programs at these levels. (ISBE - no activity/nothing initiated) (DAVTE - Future implementation planned)	To date, standards of achievement in academic areas have not been established. However, the passage of Amendments to the Carl Perkins Vocational Education Act will require similar standards. In preparation for the anticipated legislation, the vocational education community has "geared up" efforts at both the state and local levels. Major activity has focused on identifying available testing results to use as baseline data, identifying appropriate standards, and designing programs and selecting materials which will adequately address deficiencies. The consequences of failing to meet standards has not yet been determined. Input from business and labor leaders suggest that students not meeting standards need to be directed to intense, remedial programs before they enter vocational education programs. Not advancing students until all academic standards are met becomes a real problem at the secondary level. Research indicates that failing a grade is a prominent characteristic of dropouts. Efforts to meet academic achievement standards must be made during early elementary education to avoid such dilemma at the secondary level.
Establish benchmarks for significantly reducing the need for remedial education. (ISBE - no activity/nothing initiated)	No benchmarks have been identified for reducing the need for remedial education. If entrance requirements are established, attention may focus on remedial education and the need to prevent its necessity.
Assure all secondary students access to both academic and vocational preparation necessary for entering the college/ university and the world of work. (ISBE - Limited progress) (DAVTE - Limited progress)	No specific action has been taken, but the concept of "keeping options open" for students appears to be gaining some momentum. However, assurance that students are adequately prepared to have access to four-year college and university programs is also gaining in popularity. The issue appears to be polarizing. Tech Prep is a program that will prepare students for accessing college/university and the world of work. Planning grants for Tech Prep programs were initiated in FY 91. Tech Prep will begin to be implemented during FY 92. Vocational education is working toward preparing students for both entry into the workforce and entry into postsecondary education.

----------*ISBE & DAVTE RESPONSES TO SUGGESTED ACTIONS*----------

'87-'88 SUGGESTED ACTIONS	'89-'90'-'91 FOLLOW-UP ACTIONS
Continue efforts to identify contents of vocational education programs which meet requirements for graduation and/or college/university entrance. (ISBE - Completed satisfactorily)	Determining which vocational education programs might meet requirements for graduation and/or college and university entrance is basically complete. Primary responsibility rests at the local level so as curriculum changes, efforts to determine whether or not requirements are compatible will need to be ongoing.
Use non-educators to provide input into academic curriculum revision, grades K-Adulthood. (ISBE - Partial progress)	No effort at the local level has been designed to encourage private-sector involvement in revising academic curriculum grades kindergarten-adulthood. The State Superintendent has organized a Business Education Partnership Advisory Council. The Council has three primary purposes: 1. Advise the State Superintendent on means of improving the content, organization and financing of preschool, elementary, and secondary education; 2. Define and promote business and education partnerships throughout the State which enhance school effectiveness, student achievement, and community understanding of the mission of public school education; and 3. Serve as a vehicle to communicate with the business community about current goals, practices, achievements, and challenges in preschool, elementary, and secondary education in Illinois. ICoVE commends Superintendent Leininger for this action.
Require all teachers to participate in in-service education and industry-based practicums (such as the VIP program) to update their knowledge, awareness, and expertise related to technology, computers, and basic skills required in the world of work. (ISBE - Redirected activity) (DAVTE - Future Implementation planned, altered)	No efforts have been made to require all teachers to participate in in-service education. Attempts were made by DAVTE to require all teachers to have 250 hours of industry-based practicums every five years to update their knowledge and expertise regarding technology and the world of work. The requirement for all teachers to participate in industry-based internships/practicums such as the VIP program for vocational education personnel has not been initiated. However, legislation passed, and was supported by the State board, which makes the VIP program available to all teachers. Funds have not been appropriated to implement the program. The new program, like the VIP (internship) program, will be voluntary.

ISBE & DAVTE RESPONSES TO SUGGESTED ACTIONS

'87–'88 SUGGESTED ACTIONS	'89–'90'–'91 FOLLOW–UP ACTIONS
	In a recent survey of school board members and administrators, nearly half rated the value of such an experience for academic teachers as a 4 or 5 (5 highest) on a 1–5 scale.
Require vocational education teachers/ instructors, guidance personnel, and administrators to acquire 250 hours of related work experience every five years. (ISBE - Completed unsatisfactorily) (DAVTE - Completed satisfactorily)	DAVTE recommended a 250–hour industry–based practicum for vocational education teacher certification and recertification. ICoVE supported the recommendation. Attempts to require vocational education teachers/instructors, guidance personnel and administrators to acquire 250 hours of related work experience every five years failed to be passed by the certification board. The Illinois Education Association (IEA) lobbied against the proposal; the Illinois Vocational Association lobbied in favor of the change. In a recent survey of local school board members and administrators, nearly three–fourths of the board members and administrators rated the value of vocational education teachers having an internship in the private sector as a 4 or 5 (5 highest) on a scale of 1–5. Nearly half gave a similar rating to the value of administrators participating; and over half of the board members and two–thirds of the administrators rated internships as having similar value for guidance counselors. Value of Internship by Administrators and School Board Members Administrators 1–2 = 19% 3 = 33% 4–5 = 48% Board Members 1–2 = 23% 3 = 22% 4–5 = 55%



ISBE & DAVTE RESPONSES TO SUGGESTED ACTIONS

'87–'88 SUGGESTED ACTIONS	'89–'90'–'91 FOLLOW-UP ACTIONS
Require that programs such as Applied Mathematics, Principles of Technology, and Applied Communications be available to secondary students either in addition to or as an option for courses in math, language arts, and physics. (ISBE - No activity/nothing initiated) (DAVTE - Redirected activity satisfactorily)	Requirements for applied academic programs have not been considered by the State Board. This is in keeping with the Board practice of preferring to make the education methods and process of instruction a local option. The DAVTE required all regional systems wanting to use the QAP (Quality Assistance Program) funds to address the integration of academics and vocational education, as well as the use of applied academic curriculum. Although these curricular materials and/or programs will not be required per se, as part of new requirements to meet the federal intent for vocational education, requirements for applied academics and vocational education will become part of the program sequence of local plans.
Endorse and identify model programs to be adopted by local districts and incorporate the endorsement listing into school evaluation programs. (ISBE - No activity/nothing initiated) (DAVTE - Partial progress)	The Illinois Vocational Curriculum Center has encouraged sharing of model programs and activities. These are collected at the Center and made available through the loan process. A Mini RFP asked local schools to "let us know your best practices." Some of these have been featured through recognition programs at the state and national level. No concerted effort has been made to make these programs available. The State Board has not officially endorsed specialized approaches or models.
Promote vocational educators' and special education teachers' sharing their expertise in application methods of instruction with other educators. (ISBE - No activity/nothing initiated) (DAVTE - Considerable progress)	Linkages, an annual multi–disciplinary conference sponsored by DAVTE, has promoted cooperation and communication between vocational and special education teachers. It is well attended by special educators as well as vocational educators. At the local level, many regional delivery systems are cooperating with special education for staff development. These efforts need to be expanded to include other classroom teachers. From time to time vocational education and special education personnel have been urged to work together. Some efforts have been made to involve special education with the math, language arts, and science teachers when they work with vocational education on applied academics. The new local plan under the Perkins reauthorization will require more such cooperative work.

----------*ISBE & DAVTE RESPONSES TO SUGGESTED ACTIONS*----------

'87-'88 SUGGESTED ACTIONS	'89-'90'-'91 FOLLOW-UP ACTIONS
Provide every school district in Illinois with a list of the seven skill groups identified by employers as essential for all workers. (ISBE - No activity/nothing initiated)	A list of the seven skill groups identified by employers in a study conducted by American Society of Training Development (ASTD) as essential for all workers has not been distributed to all districts by the State Board. The list has been widely distributed by ICoVE and the Illinois Vocational Association.
Encourage academic teachers to assist vocational educators in strengthening the academic components of their programs. (ISBE - No activity/nothing initiated) (DAVTE - Considerable progress)	Piloting and field testing of the Applied Mathematics and Applied Communications materials in Illinois involved both academic and vocational education in a team-teaching endeavor. DAVTE encouraged this joint approach and provided in-service education and funding to support both teachers in the field tests and piloting process. The QAP funds of the regional systems could be used to provide in-service education that was a cooperative integration venture.
Encourage vocational educators to assist academic teachers in designing an applied method of instruction to their curriculum. (ISBE - No activity/nothing initiated) (DAVTE - Limited progress)	DAVTE has funded a project which will result in the development of a handbook for teacher educators on how to prepare teachers with the competencies necessary to integrate academic and vocational education curriculum. This should be useful in preparing new teaches, as well as providing in-service education to current teachers.
Assess the learning styles of students, particularly those who are disadvantaged and/or at risk, to ascertain what type of curriculum and specific courses will assist them in learning basic skills, staying in school and becoming high school graduates capable of functioning in a highly competitive society.	DAVTE funds have provided in-service activities for special needs coordinators on learning styles, interactive learning and other strategies for at-risk students. Some regional workshops have been held for classroom teachers. Materials and modules for learning strategies including learning styles are being developed and will be disseminated next year, FY 92. Although recognized as useful information, funds have not been available for this type of in-depth research. Pilot and field test information from the applied academic curriculum being developed by the consortium of states indicates that the format and curriculum designed and being used for those programs results in student learning.

----------*ISBE & DAVTE RESPONSES TO SUGGESTED ACTIONS*----------

'87-'88 SUGGESTED ACTIONS	'89-'90'-'91 FOLLOW-UP ACTIONS
(ISBE - No activity/nothing initiated) (DAVTE - Recently initiated, satisfactory alterations)	The National Center for Research in Vocational Education may also be undertaking some of the studies suggested in the near future.
Give attention to the process and instructional methods, as well as to the course content and outcomes when revising curriculum. (ISBE - No activity/nothing initiated) (DAVTE - Limited progress)	The plans of universities during the past two years focused considerable attention on incorporating better instructional methods into both pre- and in-service. Reports of these efforts are not available. In verifying task lists and skill competencies the process and instructional methods may have played an inherent role, but no specific attention was focused on processes and methods.

Much remains to be done in improving the academic foundations and applications of technology. Some questions need to be answered in order to address the topics.

1. To what extent has applied academics been integrated into the total education system, grades K-12? . . . To what extent have technology concepts been integrated? . . . What are the best strategies to use? . . . How can the private sector assist grades K-12?

2. Are teachers adequately prepared to teach applied academics? . . . What in-service methods are most in need? . . . To what extent do teachers (grades K-12) comprehend technology concepts? . . . Should teachers be required to update their knowledge pertaining to applied academics and technology? . . . Even if they are in tenured positions?

3. How can we adequately provide access of all students to both academic and vocational preparation needed to enter colleges/universities and the world of work? . . . Is the general public fully apprised of what Tech Prep is? . . . Are university registrars?

4. Does the private sector have a role to play beyond vocational education? . . . In elementary curriculum? . . . In university curriculum?

5. Does Illinois have ample model programs which could be implemented throughout the state to improve instruction in applied academics? . . . At both elementary and secondary levels? . . . At the postsecondary level?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS by ISBE/DAVTE

Although ISBE did not take a specific stand to support academic and vocational education integration, other than through tech prep, the DAVTE was active in enhancing integration and coordination.

ISBE

- 12 No activity/nothing initiated
- 1 Partial progress
- 1 Limited progress
- 1 Completed satisfactorily
- 1 Redirected activity
- 1 Completed unsatisfactorily

Total 17

DAVTE

- 3 Limited progress
- 2 Partial progress
- 2 Future implementation planned
- 1 Redirected activity satisfactorily
- 2 Considerable progress
- 1 Completed satisfactorily
- 1 Recently initiated, satisfactory alterations

Total 12

Follow-up

Report #10

REDUCING SEX-ROLE STEREOTYPING

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REPORT #10:
REDUCING SEX-ROLE STEREOTYPING
Follow-up of 1987-1988
Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991
REDUCING THE LIMITING EFFECTS OF
SEX-ROLE STEREOTYPING

Progress toward achieving desired goals related to the sex equity initiative, by its very nature, continues to be slow. Accomplishment of such goals calls for making changes in how a society thinks and acts. Society is slow to change.

The sex equity initiative in Illinois has reiterated awareness activities and has been successful in the design of special programs for students wishing to enter nontraditional careers.

Because the change of social attitudes is slow, the sex equity initiative is likely to have to view as ongoing the need for creating an awareness of existing sex bias and sex role stereotyping.

The Building Fairness initiative reaches guidance counselors throughout Illinois as part of a networking system. Keeping counselors informed and involved helps to get awareness information to students.

The Building Fairness consultants are located in seven geographic locations throughout the State. In-service education, seminars, and location of instructional materials and resources are a few of the services they provide to the grassroots level.

Small grants for program improvement provide for current and updated career information and instructional resources. The purpose of mini-grants and noncompetitive grants is to serve locally identified needs and to try innovative and creative approaches to the Building Fairness effort.

The Building Fairness program has made strides in reducing the sex bias and stereotyping in vocational education, as well as in other educational programs. DAVTE is to be commended for the program. The sex equity initiative has made a substantial impact in the area of career information. Career information free of bias and stereotyping is important to expanding the options students view as available.

A continuing concern of the Building Fairness program is how to develop awareness among the private sector, i.e. employers. The identification of role models from the private sector, as well as the selection and use of mentors who are employed in nontraditional occupations, may be basic to a strategy. In addition to the role model and mentor working with students, these individuals would also be a source of recognition to the corporation or employer. An education-private sector partnership to identify nontraditionally employed individuals as "company representatives" may help provide the needed visibility.

Sex equity efforts focus on nontraditional career opportunities for males as well as females.

10.2

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

Should carefully monitor the new delivery of the BUILDING FAIRNESS statewide initiative to determine the quality of its impact.

(Completed satisfactorily)

The sex equity section of DAVTE has monitored the Building Fairness initiative. As a result of the seven regional Building Fairness consultants' efforts, the awareness of sex equity issues has increased. The Building Fairness initiative has three major components monitored by the sex equity coordinator and staff of DAVTE:

1. Networking system
2. Program improvement projects
3. Noncompetitive grants

The networking system uses seven regional consultants to provide in-service education workshops, seminars, and consultation concerning eliminating sex role stereotyping barriers, promoting nontraditional enrollment, and other topics pertinent to the concepts of sex equity and building fairness. Each year, over 15,000 counselors, teachers, and administrators are reached by the network system.

The network may want to consider working with the private sector to identify nontraditional role models and mentors for nontraditional participants within the private sector. These individuals could be speakers or corporate representatives at career fairs, thus helping to bring an awareness to nontraditional employment.

Program improvement projects are granted as a result of a competitive-proposal process. The projects target local needs concerning specific issues. Examples of such projects have included mentoring programs for at-risk and economically disadvantaged girls, attempts to identify the role families play in traditional employment for females, use of the resource center, and the integration of building fairness concepts into teacher education programs.

Noncompetitive grants for sex equity are designed to serve local needs. Many of these grants have a direct impact on the awareness level of students, as well as administrators, counselors, and teachers. Examples of typical local programs include revision of school publications and testing programs to make them gender fair, provision of current career information highlighting nontraditional employment, career/job fairs targeting nontraditional occupations, and building resource files including career information, curricular materials and speaker-models of nontraditional occupational choices.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
	Sex equity staff of DAVTE believe the building fairness efforts, including the delivery through seven regional consultants, is making an impact in a slow-to-change initiative involving societal traditions. ICoVE concurs.
'87-'88 SUGGESTED ACTIONS	**'89-'90-'91 FOLLOW-UP ACTIONS**
BUILDING FAIRNESS consultants should develop specific strategies for targeting occupational programs having more than 90% enrollment of any one gender. Strategies should be monitored for each program. Annual progress reports identifying improvements should be made. (Future initiative planned)	To date, specific efforts to target occupational programs having more than 90% enrollment of any one gender have not occurred. DAVTE's sex equity staff are currently planning to list these occupational programs that have 90% enrollment of one gender and develop strategies to alter these patterns. As new legislation is implemented in FY 92, specific areas needing a targeted approach may be served.
Activities providing awareness of the limiting effects of sex-role stereotyping and its continued occurrence should be reiterated. (Completed satisfactorily)	The following successful sex equity efforts to eliminate sex role stereotyping are being reiterated: 1. Cradle to Career 2. Radio talk shows 3. In-service
Involve and seek advice from the private sector concerning effective ways to help first-time labor force entrants enter traditionally one-sex-dominated fields of employment effectively. (Redirected activity)	DAVTE sex equity staff acknowledge the need to seek additional input from the private sector concerning strategies which would result in inroads to increasing nontraditional employment. To date, because of shifts in federal legislation, staff has been unable to implement actions originally planned. The strategy would have included the use of non-competitive grants to work directly with the private sector. Staff has designed RFPs (requests for proposals) which address four basic elements. All RFPs are on a competitive basis. The four elements to be addressed in proposals include recruitment, placement, support services and follow-up The provision for placement provides for direct involvement with the private sector in placing students in non-traditional employment.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
	The Building Fairness initiative gives emphasis through in-service education to involving and creating awareness of sex equity issues in the workplace among members of the private sector. ICoVE encourages Building Fairness leadership to continue to stress the importance of keeping the private sector apprised of how non-traditional employment can benefit the workplace. Vocational education can prepare workers for non-traditional careers, but the private sector must employ them if efforts are to succeed.
Continue to focus on encouraging students to enter nontraditional occupations. (Continued activity)	For '90-'91 the sex equity initiative has awarded 21 project grants through the request for proposal (RFP) process. The projects are for the purpose of developing and implementing exemplary programs, services, and activities to increase enrollment, retention, and employment in nontraditional careers. A display of nontraditional careers has been designed for use at conferences of both students and staff.
Continue attention to vocational education personnel regarding making vocational education programs accessible. (Continued activity)	The seven regional consultants continue to provide access and sex equity information and technical assistance for expanding accessibility. The sex equity/building fairness network also have launched a cooperative venture with JTPA for providing in-service to SDA staff and students. This is a commendable initiative and may become a springboard for acquiring increased input from the private sector.

As new legislation giving emphasis to access to programs by special needs populations is implemented, several questions about access based on gender may need to be addressed.

1. How can the private sector assist the Building Fairness effort? . . . Is in-service needed in the private sector? . . . What roles do family members play in career decisions?

2. Have role models for various occupations having nontraditional employees been identified? . . . Have businesses with nontraditional employees been identified?

3. Are students as knowledgeable about careers and access to programs preparing for employment as they need to be to make wise choices? . . . Are parents? . . . Are counselors?

4. What kinds of outcome data are needed to illustrate success of the sex equity program?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS by ISBE

The sex equity unit of DAVTE has addressed most of ICoVE's suggestions and progress is reported.

ISBE

- 2 Completed satisfactorily
- 2 Continued activity
- 1 Future initiation planned
- 1 No activity/nothing initiated

Follow-up

Report #11

PREPARING AND MAINTAINING WORKERS

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REPORT #11:
PREPARING AND MAINTAINING WORKERS
Follow-up of 1987-1988
Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991
PREPARING AND MAINTAINING WORKERS

The Illinois State Board of Education has not taken an assertive posture in providing vocational education that prepares and maintains adult workers. Although much of the community college enrollment is adults and many of these adults are employed, federal funds for vocational education have not really targeted this area in terms of curriculum development and articulation, professional development, and other in-service education designed to assure quality programs. The adult programs (short term, non-degree vocational courses) might best be described as "taking care of themselves." Most of these initiatives are provided by the community college system.

ICoVE's roundtable discussions with representatives from business, industry, and labor during FY 91 made it very clear that the current workforce is in need of academic and vocational education. Often these representatives made a point of noting that although they were dissatisfied with the new products of our education system, they have an existing workforce which possess the same shortcomings in their academic and applied academic skills.

The workforce in Illinois has 2,000,000 workers who, in order to keep up and be retrained to maintain their employment by the year 2000, must have their educational level of achievement raised at least one grade level. A large number must have their grade level increased by two levels.

The private sector is investing an inordinate amount of money in retraining and upgrading efforts. The private sector has a large investment in testing and assessment programs. Corporate training costs impact the corporations' ability to be competitive in a global economy. Costs are passed on to the consumer.

The problem of maintaining and retraining does not belong to vocational education alone. Adult basic education has a big role to play, particularly for the academic needs. Vocational education for adults and adult education need similar integration of academic and vocational subject matter.

In defining education's role, it might be well to assign specific responsibilities to varying educational deliverers. Assessments are needed to help people to understand what they already "have and what they need to acquire." A system of assessment ought to include the examination of "job families," i.e., supply/demand and employers.

Vocational Education must work with other programs, particularly adult education, JTPA, community college transfer programs, and universities, employment security to name a few. The capacity of each program to work with the existing workforce to provide upgrading and retraining skills for the unemployed, new employer-determined skills, assistance to the underemployed and needs of first-time entrants must be identified and clarified.

Illinois continues to provide a highly successful quick-start training program. Known as the HITS program (High Impact Training System), this initiative provides training for new and expanding industries. Nearly all of the programs are offered through the community college system. ISBE administers the program.

The community colleges and universities need to articulate programs by identifying skill competencies each can provide and the skill competencies most incumbent workers possess. Assessment should clearly identify existing competencies. Curriculum must be flexible enough so that the system (whether CC or university) can "stop running adults through the same old thing if they still (or already) have the competency." Acknowledging competencies acquired on the job or at other levels of education is a must if education expects to entice the workforce back into the education system.

The Illinois State Board of Education needs to reassess its role and the priority it gives to preparing and maintaining our adult workforce.

Education, including vocational education, needs to work with business and labor to determine what they wish to provide in-house and what they prefer to come from the educational community. Education should encourage legislation that would benefit employers and employees to invest in the occupational or career competencies needed in the workforce.

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
TO ILLINOIS STATE BOARD OF EDUCATION	
Develop a plan which denotes vocational education's mission, role, and responsibility for training, retraining and upgrading employed and unemployed workers with marketable skills, including a follow-up system to identify the results in terms of getting jobs, job retention, job advancement, and wages. (No activity/nothing initiated)	The State Board has not given a great deal of attention to the education and training needs of the existing workforce. When the new Macro data collection system is implemented, it will be able to track vocational education students in terms of employment and wages. The system will have the capacity to track and follow up any existing member of the workforce who comes to vocational education for assistance. The State Board's position continues to be one of serving those who are in vocational education, but efforts from the State Board to seek out members of the existing workforce are nearly nonexistent. Some local programs do this, primarily those through the community college systems. The community college system has a follow-up system for students enrolled in programs. It provides employment information. It does not follow up individuals who enroll in just one or two courses for upgrading purposes. Many members of the workforce may enroll in academic, as well as vocational education courses. A good follow-up system should also measure or reflect education's ability and success to serve the academic need.
'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Define, in conjunction with other delivering agencies, the role and expectations of the various delivery systems in providing vocational education for adults. (Recently initiated as suggested)	The Governor's office has attempted to bring the various agencies serving adults together to discuss the delivery of employment and training. A draft of a master plan was developed as a result.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Provide significant incentives for expanding adult worker programs based on labor market information. (No activity/nothing initiated)	State funds are not available for use as incentives to expand adult worker programs. Federal funds cannot be used for this purpose. Corporations are beginning to offer on–site college degree programs. Community colleges should examine their ability to provide associate degree programs "on–site." In Illinois, an estimated $450 million of training is purchased by the private sector each year for their workers. These private–sector funds may offset scarce state and federal resources.
Continue to support labor market information reporting initiatives of the IOICC. (Continued activity)	The State Board continues to support LMI gathering activities of IOICC. The State Board makes these available to system directors and community college deans for planning purposes.
Encourage improvement of adult assessment. (No activity/nothing initiated)	No emphasis has been given to improving assessment systems for adults. Little attention is given to this through secondary systems. Most adult education centers and community colleges have systems for assessing adults as do the Service Delivery Areas (SDAs) of Job Training. More and more adult assessment is being conducted through the private sector to determine retraining and upgrading needs, particularly the academic needs. The need to coordinate adult assessment through the entities involved continues to be needed.
Continue efforts to strengthen the apprenticeship program. (Continued activity)	The State Board developed a brochure and videotape to help increase awareness of apprenticeship programs among secondary regional systems and community colleges. Two program improvement efforts were funded. One dealt with reteaching of academics essential for individuals to be successful in apprenticeship programs. The second was a cooperative education initiative which gave emphasis to apprenticeship and school–to–work programs. The DAVTE steering committee has been actively involved with ICoVE's Apprenticeship Committee and the study being conducted by ICoVE.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Develop a plan for serving the adult workers in Illinois. (No activity/nothing initiated)	The State Board has not developed a plan for serving the adult workers in Illinois. Activities for adult workers continue. Some services and programs are offered by the regional delivery systems, but the need for a strategic, state–level plan continues. The community college system is the primary provider of programs and services for the incumbent workers. Community colleges for the most part, coordinate these services with industry itself and with the JTPA programs.
Develop a system for determining the impact of vocational education on adult workers. (Future implementation planned)	The macro evaluation system under development will provide impact and outcome data to assess program effectiveness. This should include adult learners. Financial data at community colleges reflect the amount of funds used to provide JTPA, specific courses, and programs involving business/industry partnerships. The performance and impact information, once integrated into the system, will accommodate matching results with financial information. Some special programs, e.g. HITS, through the community colleges currently provide information about the impact of training and retraining on adults. The information reflects the dollars spent, cost per student, wages, employment, and contribution to the economy.

----------*TO ILLINOIS COMMUNITY COLLEGE BOARD*----------

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Continue to promote the Business Center Economic Development Grants program. (Continued activity)	The grants continue to be funded. Information about the services provided by the grants indicates that a contribution is being made to the economy by the small businesses.
Use available assessment services more extensively to assess individual adult needs. (No activity/nothing initiated)	The only activity to increase efforts for assessing adult needs was in adult correctional programs. An attempt has been made to develop ICPs (individualized career plans) for inmates.

----------*TO ILLINOIS COMMUNITY COLLEGE BOARD*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Conduct follow-up studies to determine the impact of training programs on the adults. (Future implementation planned)	The adult populations served by vocational education will become part of the Macro data collection system. The data collected need to be impact-oriented to be useful in determining the extent of needs met and the impacat on the economy. The ICCB currently has a follow-up system that reports adults served by the community colleges. No follow-up studies have been developed to measure the impact of training on adults. The new Macro system will provide a follow-up component which will identify job placement, wages, employer satisfaction, and other information pertinent to determining the impact of training programs on participants.
Increase involvement with labor in designing programs for workers. (Limited progress)	Community colleges report that organized labor is involved in developing apprenticeship programs and special programs for dislocated workers. Programs for workers which are taken to the plant site are also planned in cooperation with the workers. In a survey of regional systems directors and community college deans, the respondents indicated that labor at the local level is involved with apprenticeship programs, new program development, task list verification, dislocated worker programs, career days, and advisory committee work. At the state level, the primary involvement with organized labor continues to be with the statewide apprenticeship committee.

----------*TO SECONDARY REGIONAL DELIVERY SYSTEMS*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Promote programs and services for adult workers. (Limited progress)	The regional delivery systems do not have a strategic plan for promoting programs for adult workers. Some RDSs undertake no promotional activities because the CCs in their region serve the adults. As a follow-up, ICoVE asked regional system directors to indicate how they had promoted programs and services for adults. Fifty-five directors responded; the average number marked by each director was 1.25. Their responses are categorized as follows:

'87-'88 RECOMMENDATIONS

'89-'90-'91 FOLLOW-UP ACTIONS

Frequency of Responses

Newspaper articles	18
TV spots	3
Radio spots	7
Contacts with labor reps.	8
Contacts with management	10
"Word of mouth"	21
Pamphlets or brochures	16
Employment services	6
Through other programs such adult ed and JTPA	14
None	8
Other:	
Newsletter to every home	1

The most successful promotional methods as cited by regional directors were:

- Newspaper
- Management contacts
- Word of mouth
- Brochures

The most common reason for not publicizing adult programs was that the community college provided the adult programs and services.

Develop assessment programs to help adults identify education and training needs.

(Limited progress)

Over 2/3 of the RDSs indicated they were able to offer programs to meet adult needs. About 1/4 - 1/3 of the system directors assessed the adult needs.

Regional directors were asked if assessment programs had been developed to help adults identify their educational and training needs. Their responses were:

	Yes	No
Educational needs	36%	64%
Training needs	33%	67%

Regional systems are using the following assessment program methods:

- TABE (Test for Adult Basic Education)
- Vocational assessment instruments
- Interest inventory
- Interview and testing
- WRAT (Wide Range Achievement Test) and CAPP

----------*TO SECONDARY REGIONAL DELIVERY SYSTEMS*----------

'87–'88 RECOMMENDATIONS

'89–'90–'91 FOLLOW-UP ACTIONS

Seventy-two percent of the system directors indicated that they were able to design programs to meet the identified needs of adults. The educational and training needs most frequently identified when directors marked the two "most often needed" were categorized as follows: (fifty-five directors responded)

	FREQUENCY OF RESPONSES		
Educational Needs		Training Needs	
Math	13	Academic skills	11
Process & procedures used in the workplace	10	Job coping skills	7
Language arts	6	Job search skills	3
Technology literacy	8	Technical skills	15
Keyboarding	10		
Business operations	8		
Job survival skills	13		

Require coordination with community colleges, JTPA, and adult education in planning services to meet adult needs.

(Limited progress)

Requirements have not been established. Less than 1/4 of the RDSs work cooperatively with other programs that serve adults. The most active cooperation is with CCs, JTPA, and adult education.

Regional directors were asked to identify the agencies with which they coordinated planning services to meet adult needs. Fifty-five directors responded; the average number marked by each director was 1.31.

	Frequency of Responses
Community colleges	26
JTPA	26
Adult education	15
Industry training	10
JOB service	9
DORS	9
DCFS	4
YWCA	3
None	3
Other:	
Alternative education	1

Follow up adult participants to identify program benefits and areas needing improvement.

(Limited progress)

Very little follow-up of adult participants is conducted by RDSs. Those who conduct follow-up do so as indicated below.

Regional system directors were asked to indicate the areas in which they conducted follow-up of adult participants. Included were: (55 directors responded)

11.8

----------*TO SECONDARY REGIONAL DELIVERY SYSTEMS*----------

'87-'88 RECOMMENDATIONS

'89-'90-'91 FOLLOW-UP ACTIONS

	Frequency of Responses
Employment	8
New job	2
Pay increase	0
Increased productivity	1
Promotion	1
Improved skills	4
Employer satisfaction	5
Employee satisfaction	4
None of the above	17

Eighty-one percent of regional system directors felt that the programs and services offered to the adult workforce in their region improved productivity. Productivity gains were measured by:

- Employer comments
- Placement in the workforce
- Through college programs in working with industry
- Clearer knowledge of operation of computers.

Eighty-one percent of the system directors responding to the survey indicated that the programs and services provided to the adult workforce improved worker skills. Worker skills are measured by:

- Employer comments
- Instructor evaluations
- Competency acquisition
- Increased reading level
- Advisory council input that worker skills have increased.

----------*TO COMMUNITY COLLEGE DISTRICTS*----------

'87-'88 RECOMMENDATIONS

'89-'90-'91 FOLLOW-UP ACTIONS

Publicize available programs and services for adult workers and employers.

Community colleges are more pro-active than RDSs in promoting their programs and services for adult workers. Like RDSs, word of mouth, the newspaper, and contacts with management were the most successful strategies.

(Partial progress)

Community college deans were asked what efforts they had used to promote programs and services for adults. Their responses were categorized as follows: (29 deans responded to the survey; all indicated they promote programs.)

----------*TO COMMUNITY COLLEGE DISTRICTS*----------

'87-'88 RECOMMENDATIONS

'89-'90-'91 FOLLOW-UP ACTIONS

	Frequency of Responses
• Newspaper articles	26
• TV spots	9
• Radio spots	18
• Contacts with labor representatives	19
• Contacts with management	22
• "Word of mouth"	26
• Pamphlets or brochures	28
• Employment services	18
• Through other programs such as adult ed and JTPA	23
• None	0
• Other: Posters	1

The most successful methods as cited by the deans were:

- "Word of mouth"
- Contacts with management
- Newspaper
- JTPA

Coordinate community college initiatives with other providers of training, retraining, and updating programs.

(Partial progress)

Community colleges coordinate planning for meeting adult needs considerably more than the RDSs. The CCs work more extensively with other training programs in the area than the secondary systems do. Community colleges are attempting to work with local high schools in this endeavor.

Community college deans indicated they had coordinated planning services to meet adult needs with the following agencies (29 deans responding).

	Frequency of Responses
Regional delivery system	25
Local high school	18
JTPA	26
Adult education	23
Industry training	24
JOB service	11
DORS	18
DCFS	9
YWCA	1
None	1
Other: Public aid	1

Conduct follow-up studies of adult workers served by community colleges to identify benefits and areas needing improvement.

(Partial progress)

Although not extensive and not always formalized, the community colleges do attempt to follow up participants. Like system directors, they were able to identify indicators that suggested productivity gains and improved worker skills of their participants.

----------*TO COMMUNITY COLLEGE DISTRICTS*----------

'87-'88
RECOMMENDATIONS

'89-'90-'91 FOLLOW-UP ACTIONS

ICoVE asked community college deans to indicate the areas in which they conducted follow-up of adult participants. They indicated: (29 deans responding)

	Frequency of Responses
Employment	22
New job	8
Pay increase	5
Increased productivity	2
Promotion	5
Improved skills	9
Employer satisfaction	17
Employee satisfaction	18
None of the above	3
Other:	
Satisfaction with college education	1

Ninety-six percent of the community college deans indicated that they believed programs and services offered to the adult workforce by their college had improved productivity in the workforce. They cited the following measures of productivity gains:

- Employer survey
- Hours worked
- Employer and employee interviews
- Informal feedback
- Employment in field of training
- Increased introduction of new technologies and equipment into business and industry
- Worker confidence
- Requests for program continuation or additional program offerings

Ninety-six percent of the community college deans indicated programs and services provided to the adult workforce had improved worker skills. Worker skills are measured by:

- Pre and post assessment
- Employer feedback
- Informal feedback only
- Job placement rates
- Employee feedback

Vocational education in Illinois has not really addressed the existing workforce needs as part of its responsibility for maintaining the workforce. Several questions should be addressed:

1. What role does the State Board have for maintaining a quality workforce? . . . What role does ICCB have? . . . JTPA? . . . Others?

2. How successful has vocational education been in maintaining the workforce? . . . In keeping it updated? . . . How do adults know what they don't know?

3. How well are adult needs assessed? . . . Current worker needs? . . . What special needs do adults have? . . . Can vocational education provide for these needs? . . . What is the best way to market vocational education for adults? . . . To adults? . . . To employers?

4. How well do JTPA and vocational education work together to provide adult needs? . . . How much is the private sector involved? . . . Who is most effective in serving the current needs of the workforce? . . . The most efficient?

5. Do adult participants require different curricula? . . . Different instructional methods? . . . Is articulation adequate enough to avoid making adults repeat courses when they already have the skill competency? . . . How adequate is articulation from CCs to universities?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS by ISBE, Regional Delivery System, CC Districts, and ICCB

Suggestions for action were presented to both the state level boards and to the institutions at the community college district level and the regional delivery system level. Attention was given to all suggestions at the local level.

ISBE
- 4 No activity/nothing initiated
- 1 Recently initiated, as suggested
- 2 Continued activity
- 1 Future implementation planned

ICCB
- 1 Continued activity
- 1 No activity/nothing initiated
- 1 Future implementation planned
- 1 Limited progress

CC District
- 3 Partial progress

RDS
- 4 Limited progress

Follow-up

Report #12

SERVING ECONOMICALLY DEPRESSED AREAS

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ICoVE's 1989-1990-1991 Report

REPORT #12:
SERVING ECONOMICALLY DEPRESSED AREAS
Follow-up of 1987-1988
Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 SERVING ECONOMICALLY DEPRESSED AREAS

In recent years, several special programs have been designed for economically depressed areas of the state. These programs have relatively significant numbers of participants. Based on participant interest in the programs and instructors' assessment of success, most have been labeled successful.

Nearly all of the information used to assess the programs has been quantitative or highly subjective (opinion). No attempt to identify specific success such as improved skill competencies, decrease in unemployment, increase in wages, job promotions, or increased productivity has been made.

New federal legislation for vocational education gives a considerable amount of emphasis on successfully serving areas designated as economically depressed. This, coupled with new requirements for accountability, is sure to prompt states into improving the extent to which success is measured.

Newly reauthorized legislation will strongly support the recommendations and suggested actions that ICoVE made to the State Board in FYs 87 and 88.

For years, funds have targeted economically depressed areas, but no system of identifying either good progress or bad programs has been put in place. Research is needed in this area to eliminate throwing funds at an effort for which we are unsure of the outcomes.

Illinois has diverse needs among its economically depressed areas. Metropolitan areas, e.g., Chicago, East St. Louis, have large numbers of economically disadvantaged people and large pockets of economically depressed areas. Some rural areas of Illinois, particularly in Southern Illinois, have greater percentages of economically disadvantaged people than the metropolitan areas.

The variation in needs of these areas ought to be carefully assessed with actions taken that are appropriate to each. In funding programs and services, caution should be taken that large numbers do not dominate funds, thus leaving large-percentage areas unserved.

12.2

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW–UP ACTIONS
TO ILLINOIS STATE BOARD OF EDUCATION	
Study the merits of targeting the most severely economically depressed areas of the state with special programs to determine the impact programs could have on decreasing unemployment and raising the occupational competencies of area citizens. (No activity/nothing initiated, Future implementation planned)	The State Board has not studied the merits of targeting the most severely economically depressed areas of the State to determine the impact special programs are having on the decrease in unemployment or on raising the occupational competencies of the participants. Although such a study was deemed useful, lack of a data base to generate the necessary information to make such determinations precluded such an undertaking. Newly reauthorized legislation targets depressed areas and will require an improved system for accountability of these programs. State board staff have been working toward the anticipated data collection needs. Impact information about special programs designed to decrease unemployment and improve occupational competencies will be available in the near future. The Vocational Task Management System (VTMS) has the capacity to track the competencies in tasks of program participants. The V–TECS (of which Illinois is a member) is developing a testing program to identify both occupational and academic competencies. Both systems will make such a study feasible.

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Compile existing data and information to reflect efforts of the State Board to provide services and programs to areas that are designated as economically depressed. (No activity/nothing initiated, Future implementation planned)	The State Board has not compiled information about programs and services specifically targeting economically depressed areas. The new MACRO data system will be able to track funds, enrollment, employment, and other necessary information for such a review. Programs and services for these groups need to be identified. A careful study of unique characteristics of instruction in economically depressed areas should be made. The use of standards and performance measures, as required by newly authorized federal legislation, will be useful in determining which programs have the greatest impact.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Assess the unmet needs of economically depressed areas to determine needs which can be filled. (No activity/nothing initiated, Future implementation planned)	Unmet needs of economically depressed areas have not been identified. It is anticipated that the state assessment required by the reauthorization of the federal Perkins Act for vocational education will provide the needed information. Economically depressed areas should be analyzed separately in order to determine their unique needs or needs greater than in non–depressed areas.
Review program information and unmet needs regarding economically depressed areas and determine if further efforts are needed. (No activity/nothing initiated, Future implementation planned)	Additional efforts needed in economically depressed areas have not been identified. The new MACRO system, as well as the state assessment should provide such data.
Pilot some already successful special programs in economically depressed areas to determine the most effective ones for raising the employment and improving occupational competencies in those areas if a need exists. (No activity/nothing initiated)	Efforts to determine the most effective ways to raise employment and improve competencies of participants in depressed areas has not taken place. During FYs 89 and 90 DAVTE piloted materials integrating academics and vocational education in three areas of the state which serve economically depressed participants. The areas included Chicago, Mt. Vernon, and a corrections facility. Although no formal follow–up has been conducted to determine success, teachers in the programs provided very positive feedback.
Identify appropriate assessment measures for determining whether or not programs and services provided in economically depressed areas are raising the employment and occupational competencies of the citizens being served. (No activity/nothing initiated, Future implementation planned)	An appropriate assessment measure for economically depressed areas to determine program and service success in raising employment and occupational competencies has not been designed. The newly required state assessment and standards and measures criteria (resulting from reauthorization), coupled with the new MACRO system, are anticipated as being capable of generating needed information.

12.4

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Encourage recipients of the CHEP funds to form a coalition with other agencies serving the same clients. (Limited progress)	The RFP for funding the CHEP program required the recipient to form coalitions. CHEP serves adults in economically depressed areas of the state. According to state staff, coordination of the CHEP program with other entities such as JTPA programs, adult education and public aid services has increased.

Very little is known about programs and services that have been shown to have an impact in economically depressed areas. Several questions remain unanswered.

1. What are the academic needs in economically depressed areas? . . . The skill competencies needed? . . . The labor market information?

2. Do successful instructional methods vary from non-depressed areas? . . . If so, how? . . . Are some of these methods in place?

3. What impact can be anticipated from targeted funds? . . . From special programs? . . . Is the impact needed different than the impact needed in non-depressed areas? . . . Can programs in non-depressed areas also serve depressed areas?

4. Do existing workers in economically depressed areas have specific retraining needs?

PROGRESS ON RESPONSES TO
SUGGESTIONS AND RECOMMENDATIONS
by Illinois State Board of Education

Although no activities have been implemented to determine the success of programs in economically depressed areas for improving the occupational skills and decreasing unemployment participants, the State Board is gearing up to develop a system that will collect appropriate information for making these determinations.

ISBE

- 5 Future implementation planned
- 1 Limited progress
- 6 No activity/nothing initiated

12 Total

Follow-up

Report #13

SUPPORT SERVICES FOR STUDENTS

REPORT #13:
SUPPORT SERVICES FOR STUDENTS
Follow-up of 1987-1988
Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 SUPPORT SERVICES FOR STUDENTS

The need for student services, particularly guidance and counseling services, seems to be growing annually. With newly proposed testing and follow-up data being required each year, the demands on student services personnel will undoubtedly increase.

Large amounts of local, state and federal funds are already being funneled into these services. Increasing numbers of at-risk populations are expected to continue to tap guidance and counseling resources.

Cooperation and sharing of available services between secondary and postsecondary appear to be expanding. Cooperation among schools within the secondary system is one of the important successes of the regional systems. Student services committees are to be commended for their work in enhancing the comprehensiveness of services, as well as the expansion and quality.

State-level coordination among agencies is greatly improved. ICoVE recommends this be continued. Career guidance consultants in seven geographic areas of the state are working to coordinate with other state and federal programs at the local level. Technical assistance is provided by the consultants in the form of in-service education to the service providers.

A possible shortage of guidance counselors is becoming a concern. This needs to be carefully monitored. In 1990, Illinois universities graduated less than 20 guidance counselors in the education area.

The Illinois Vocational Student Services Network (IVSSN) is organized by placing a Career Guidance Consultant and a Building Fairness Consultant in seven geographic regions of the State. The purpose of the IVSSN or networking system is to expand and improve services to secondary and postsecondary vocational education systems. In-service education, workshops, awareness programs, and needs assessment are some of the services provided.

A great deal of criticism from the public and from teachers and administrators within the educational community has targeted guidance and counseling in recent years. Guidance by Objectives provides direction for guidance counselors, but it seems apparent that the complexity of the guidance role demands constant in-service education. At the same time, preservice guidance and counseling programs should be reviewed to determine whether or not guidance counselors are being adequately prepared.

The most frequently cited criticism of guidance counselors is that they "counsel all students to go to the four-year university." Business and labor representatives participating in ICoVE's roundtables frequently voiced this concern. Further, they expressed concern about guidance counselors' attitude toward preparing students for employment. They indicated they believed guidance counselors were not knowledgeable about today's jobs and the need for workers to have not only sound basic academic skills, but also some advanced academic skills.

13.2

The IOICC has made considerable contributions to keeping guidance personnel updated with labor market information. Although guidance counselor participation in the VIP internship program has gained momentum, encouragement to participate must continue. Guidance counselors have a responsibility for keeping abreast of changes and needs of the workplace.

At the same time, the vocational education community must accept its responsibility for keeping guidance counselors apprised of changes in the workplace and what these changes are demanding from workers in terms of academic competence and skill competencies.

Student services personnel, particularly guidance counselors, must be an integral part of the planning for tech prep. Without adequate participation and knowledge of the tech prep initiative, guidance personnel would not be adequately apprised of information needed to advise students about tech prep programs.

Helping students to transition from secondary to postsecondary education and from school to work are roles with which guidance counselors are frequently called to assist. "Transitioning" is also an area which guidance counselors are asked to "watchdog."

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
-------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------	
Develop a plan for assisting the RDSs and community college districts to design student services programs which identify the roles, responsibilities, and the services to be delivered and the articulation of these services. (ISBE/ICCB: Limited progress) (DAVTE: Considerable progress)	Regional systems and community college districts are required to describe their student services plan in the regional and district program plans. These plans are to be based on local needs. The State board has not provided state-level leadership by developing its plan for student services throughout Illinois. Although the state provides assistance to the regions and districts via the seven field consultants for career guidance, a clearly defined mission and goals for a total student services program in Illinois is not in place. With leadership from DAVTE, internal and external committees worked to identify eight key components of a career guidance program. These components, plus local needs, comprise the regional guidance by objectives program. The ISBE should define the student services which should be accessible to all elementary-secondary students. This would provide leadership and direction. Program standards for student services would provide guidelines.

-------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Develop a state plan encompassing secondary, postsecondary and adult special programs and support services, which describes the expected status of services in 3-5 years. (ISBE/ICCB: No activity/nothing initiated) (DAVTE: Partial progress)	A long-range plan to specifically address special programs and support services for secondary, postsecondary, and adult students has not been developed and supported by the ISBE. DAVTE has provided technical assistance, particularly for guidance and counseling, special populations, and the building fairness initiative. A school-wide program plan illustrating the vocational education-oriented services as a component of a total plan is desirable.
Express concern to the universities about the content and quality of pre-service education for guidance counselors. (DAVTE: Completed unsatisfactorily)	Efforts have been made by DAVTE to work with universities to improve preservice education for guidance counselors. DAVTE staff met with the University Council for Vocational Education in Illinois and offered their services to work with university preservice programs, particularly with the new Guidance by Objectives program. No response was received. Last year, Illinois' universities prepared less than twenty school guidance counselors. Most guidance and counseling majors at the university are preparing to work in agencies such as the Department of Children and Family Services or Public Aid. This may suggest that guidance and counseling in the field of education is not a primary focus of university programs.
Develop a statewide guidance and counseling program which integrates vocational guidance into all guidance and counseling preparation and delivery, rather than segregating it. (ISBE: No activity) (DAVTE: Partial progress)	A statewide guidance and counseling program has not been developed. The handbook (Guidance by Objectives) for guidance counselors provides some direction, but the design of local guidance programs remains a local responsibility. To date, guidance and counseling initiatives and leadership are coming from DAVTE. DAVTE has sponsored and provided for the development of many fine guidance materials, career education materials, a networking system, and a technical assistance system. Standards for a guidance and counseling program need to be adopted and promoted by ISBE. DAVTE must have the ISBE level of support before guidance and counseling in Illinois will meet its objectives. DAVTE cannot be expected to do this alone. Statewide standards may be established to allow local flexibility in achieving local needs.

13.4

-------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Make internships for all guidance counselors, such as the VIP program, part of the state's plan. (Completed satisfactorily)	The VIP internship program, established by the General Assembly in 1986, was amended in 1989 to include guidance counselors and administrators. The State Board supported ICoVE in efforts to pass this amendment. Although during the first year, only a few guidance counselors participated, the number grew to 98 in 1990. The VIP internship program is viewed as a major component of guidance counselor in-service education. The VIP internship program for counselors, like internships for teachers has been successful in 15 of the 18 ESCs. Four of the ESCs have so many requests for participation that if all were funded, they could use half of all funds available. The Education Service Center #3 (ESC) designed a special two-week intense program specifically for guidance counselors. The program provides an awareness of several businesses for the counselors. Businesses in ESC #3 "opened their doors" and welcomed the counselors. Enough slots were volunteered so that counselors could select from 20-40 businesses. Both participants (teachers and businesses) report success in creating an awareness of a wide array of jobs in the local area.
Encourage guidance counselors to participate in the VIP (internship) program; require participation of the lead RDS guidance counselor. (ISBE/ICCB/DAVTE: Partial progress)	Guidance counselors are encouraged to participate in the VIP internship program. The lead guidance counselor in the 61 RDSs has not been required to participate on a statewide basis. The Illinois Certification Board may want to consider making the VIP experience a requirement for certificate renewal of guidance counselors. A new system of VIP internship reporting will be implemented in FY 91. This will provide for a computer scan to collect information about how information learned in the internship program is being used in the classroom, counseling programs, and administrative offices. This information is expected to be useful in encouraging nonparticipants to become involved. DAVTE staff encourage guidance counselors to participate in the internship programs. Because many guidance counselors are employed 10-11 months, an amendment permitting their participation at anytime during the year, in lieu of only the summer months, may be appropriate.

-------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
	In addition to the VIP internship, guidance counselors may also use QAP funds for in-service education activities. Mini-grants of a minimum of $1,000 each are available through the EFE regional and community college systems to support in-service education activities of guidance counselors directed toward the eight key components of a comprehensive guidance and counseling program or needed to meet unique local needs of students.
Develop an accountability system for support services, including guidance and counseling, and placement services, which measures the impact of the services. (DAVTE: Limited activity)	The soon-to-be developed Macro information system will incorporate information about guidance and placement services. The information will provide accountability of services through the Guidance by Objectives program from which impact can be determined. In order to measure the input, performance measures and standards need to be established. ICoVE supports extensive placement services. DAVTE has promoted placement services, but this has not assured placement services for all students. New legislation will give added importance to job placement services for vocational education students.
Assess the secondary RDS and coordination/ articulation agreements with community colleges to determine the impact on services for students. (ISBE: No activity/nothing initiated) (DAVTE: Partial progress)	No formal assessment has been conducted. The DAVTE has conducted in-service education meetings involving the student services network and curriculum consultants as a strategy for providing assistance to faculty and staff of RDS and community college student services personnel. DAVTE has identified the area of counseling as a focal point for needed articulation and coordination between secondary and postsecondary. As a result, the seven guidance consultants meet regularly with secondary and postsecondary counselors to work on coordination and articulation. Counselor knowledge of articulation and sequential programing is critical if students are to benefit. Communication between secondary and postsecondary guidance counseling personnel has improved as a result of the articulation agreements. Emphasis has been given to communication through in-service education. Newsletters of the two levels are exchanged and community college guidance and counseling personnel serve on the secondary's regional student services advisory committee. Secondary counselors report that community college counselors have been particularly helpful in the area of placement.

13.6

-------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Support job placement programs for all students at all levels. (ISBE: No activity/nothing initiated) (DAVTE: Partial progress)	No special efforts were exerted by the ISBE to support job placement programs. Reauthorization of federal legislation for vocational education will require all vocational education programs to provide job placement services. DAVTE has placed considerable emphasis on the eight key components of a guidance and counseling program. One of these components, which has been promoted extensively, is placement. All of the seven consultants have received in-service education regarding placement services and have provided information to the student services committees.
Organize student services, including those for targeted populations into a system that is easily accessed by regions, districts, institutions, other agencies, and individuals who could benefit. (DAVTE: Considerable progress)	About half of the regional systems and nearly all of the community college districts have a special needs coordinator. These have been encouraged by DAVTE to provide a structure for enhancing access and to administer comprehensive services within the system or district. Some regions and districts also have coordinators for the single-parent program. Building Fairness Consultants and Career Guidance and Counseling Consultants are available in seven geographic areas of the state to provide technical assistance to regional systems and community college districts. The state board reorganized and funded a project to provide technical assistance for counselors, teachers and administrators at the grassroots level. Seven IVSSN consultants are geographically located throughout the state to provide assistance to regional systems and community college districts. Each community college district and each regional delivery system are required to organize a student services committee. Not all are active. Nearly all CC districts and about half of the secondary regions have a special needs coordinator and/or a dean of student services who works with the student services committee in planning, developing and delivering special services and programs for special needs populations. The regional/district level coordinator/deans, as well as these seven IVSSN consultants, provide access to technical assistance and facilitate coordination with other agencies and institutions.

-------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Work toward implementing the individualized career plan for all students. (DAVTE: Partial progress)	DAVTE has continued to encourage use of ICPs for all vocational education students. Many regional systems have approved individualized career plans on a regional basis. ICPs are used in urban suburban, and rural districts. Implementation may vary from one school to the next, but ICPs are well accepted and viewed as playing an integral part in the transition process.
Continue to urge that HORIZONS be accessible to all youth and adults in the State of Illinois who are involved in career decision-making. (DAVTE: Considerable progress)	The Illinois Vocational Student Services Network (IVSSN), a network of guidance counselors, sponsors in-service education for guidance and counseling staff throughout the state. IVSSN uses the Illinois Occupational Information Coordinating Committee (IOICC) staff to meet with their group to provide in-service on HORIZONS annually. In cooperating with the HORIZONS initiative, the guidance and counseling project sponsoring the seven regional guidance staff also developed a system for batching HORIZONS' QUEST student interest survey. In addition to vocational education's use of HORIZONS, the JTPA programs have also tapped this resource.
Seek state funds to support guidance and counseling and job placement services in all educational institutions. (ISBE: No activity/nothing initiated)	No effort has been made to provide state funds for guidance and counseling activities.
Improve career counseling competence of guidance counselors. (DAVTE: Partial progress)	In 1988, Illinois reorganized its 12 career guidance centers into a network of seven career guidance consultants located and serving the seven administrative regions used by DAVTE. Housed with the seven guidance personnel are also seven sex equity consultants. The consultants work closely as a team throughout the geographic area. The guidance and counseling staff have primary responsibility for in-service education of the nearly 2,800 guidance counselors in Illinois' public schools. To fulfill this responsibility they provide in-service education conferences throughout the year. Approximately 150 attend each of the conferences. This is

-------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
	about half of the state's guidance and counseling personnel. Recent topics at in-service education meetings have included 1) keeping abreast of new legislation; 2) tech prep; and 3) integration of academic and vocational education. When the IOICC has new information, this is also brought to the participants' attention. Special in-service is provided to new guidance counseling personnel. The Guidance by Objectives materials based on the eight key components of a comprehensive guidance and counseling program and the unique needs of the local area had participation of local guidance personnel in its design.
Encourage coordination between educational guidance personnel and the JTPA assessment personnel. (No activity/nothing initiated)	No state-level efforts have been made to encourage coordination between educational guidance personnel and JTPA assessment personnel.
Monitor the effectiveness of the seven new guidance centers to determine success. (DAVTE: Completed satisfactorily)	DAVTE conducts an in-service education meeting with the seven area guidance and counseling and seven area sex equity coordinators approximately every 4-6 weeks. The purpose is to bring them up to-date, as well as to assess any problems they may be encountering in the field. In addition, special site visits are conducted annually. Two evaluations of the newly organized area consultants have been conducted. One was conducted by the IVSSN and the other was through a contract with the University of Illinois. Both evaluations had good findings. Examples of findings include: • New system provides improved state control (as opposed to local control and a local philosophy mode of operation). This enhances leadership and a coordinated approach to guidance and counseling in Illinois. • All seven consultants are certified guidance and counseling personnel; some prior center coordinators were not. • All seven areas have the same funding level. • The seven centers are targeting the Illinois program, Guidance by Objectives, implemented in 1987, thus a common mission.

--------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
	• The centers help local/regional counselors apply for mini-grants to meet locally determined needs. • The Illinois Vocational Curriculum Center (IVCC) houses guidance and counseling materials and has employed a person to work with guidance and counseling, sex equity and consumer and homemaking materials (used in single-parent/teen-parent programs).
Develop evaluation and assessment procedures which measure outcome and impact, rather than quantitative measures. (Future implementation planned as suggested)	The State Board has moved toward evaluation and assessment which will measure outcomes and impact, as well as provide quantitative data. The evaluation system under development is characterized by its qualitative measures. The macro data (currently being developed) will also provide base data that can interface with the evaluation system. DAVTE is well positioned to meet new requirements for impact and accountability measures of reauthorized federal legislation. The Board staff are to be commended for their foresight and efforts to work toward these goals.

With additional requirements for follow-up data, student services will see increasing responsibilities. To provide such services, a plan giving direction and identifying standards needs to be designed. Along with such a plan, the State Board and ICCB need to address several questions.

1. Have all responsibilities of personnel for student services been identified? . . . Has their role been clearly defined? . . . For what should they be held accountable? . . . Does a plan providing leadership and effective strategies exist? . . . Is transition from school to work clearly assigned? . . . Clearly defined?

2. To what extent can student services be a cooperative effort of the secondary delivery system and the postsecondary system? . . . In what specific efforts can these two levels work together most efficiently? . . . Can transition from secondary to postsecondary programs be part of a cooperative effort?

3. Are guidance counselors knowledgeable of and prepared with necessary skills to help students make career choices? . . . Do all counselors receive adequate preparation related to vocational counseling? . . . Will the state have a shortage of counselors in a few years?

   Why is the private sector critical of secondary guidance and counseling programs? . . . Why are teachers and administrators critical? . . . How can these shortcomings be resolved?

4. Are counselors knowledgeable of today's world of work? . . . Of today's technology? . . . Of issues facing today's secondary participant? . . . Postsecondary participant? . . . Adult participant?

5. Do guidance and counseling programs have support from the top level, i.e. the State Board itself? . . . Has the State Board identified minimum standards for guidance and counseling services? . . . For other student services? . . . Has the Illinois Community College Board established standards for student services at community colleges?

PROGRESS OF RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS BY ISBE and ICCB

Although the recommendations and suggestions were made to ISBE and ICCB, DAVTE responded to 13 of the 17 and the boards responded to four. DAVTE is a department of ISBE and is, therefore, responding for ISBE.

ISBE/ICCB

- 1 Completed satisfactorily
- 1 Partial progress
- 1 Limited progress
- 1 Future implementation, as suggested
- 6 No activity/nothing planned

10 Total

DAVTE

- 3 Considerable progress
- 7 Partial progress
- 1 Limited progress
- 2 Completed satisfactorily

13 Total

Follow-up

Report #14

CONSUMER AND HOMEMAKING EDUCATION

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ICoVE's 1989-1990-1991 Report

REPORT #14:
CONSUMER AND HOMEMAKING EDUCATION
Follow-up of 1987-1988
Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 CONSUMER AND HOMEMAKING EDUCATION

The Occupation of Homemaking program has the capacity to help today's students cope with many of society's ills. Coping with alcohol and drugs, child abuse, high costs of higher education, single-parent families, inflation, recession, elderly parents, and a host of other problems affects their ability to concentrate, their ability to cope, and certainly their ability to be productive members of the workforce.

The Occupation of Homemaking program can help members of the future workforce to cope with these problems, to understand the causes, and consequences, and to identify possible solutions.

The Occupation of Homemaking program is declining throughout Illinois. In part, this is because the program, overall, has not been reflective of the family, social, and work-related issues facing the students it serves.

The Occupation of Homemaking also suffers from not being accurately understood in terms of its appropriate content. It needs clear, concise, and accurate definition. Few vocational educators from other occupational areas are apprised of its mission. Often, there is confusion with the Home Economics Occupation programs.

Numerous programs through the state are exemplary. Leadership from local programs has made inroads, but the majority of the programs (whether funded with federal funds or not) continue to be perceived as courses to prepare females for female roles. In many instances, programs are dumping grounds for troubled youth and low achievers. The Occupation of Homemaking is a program which surely should be in the ICP of these students. Likewise, the Occupation of Homemaking can make a contribution to the educational program of honors students. Its problem-solving and decision-making content offer higher-order thinking skills specified as in great demand in the workforce.

The Occupation of Homemaking program should have a K-14 format. Currently, there are no C & HE programs at the postsecondary level, except for those offered through special projects. Illinois has many junior high programs. Sadly, most are the typical "cooking and sewing" variety. Many C & HE concepts would be strengthened by a K-14 program. Such a program needs to include:

- Managing individual and family resources
- Making consumer choices
- Managing home and work responsibilities
- Balancing work and family
- Improving responses to individual and family crises (including violence and child abuse)
- Strengthening parenting skills, especially among teenage parents
- Preventing teen pregnancy
- Assisting aged and handicapped individuals
- Improving individual child and family nutrition and wellness
- Conserving limited resources
- Understanding the impact of new technology on life and work
- Applying consumer and homemaking skills to jobs and careers

14.2

The consumer education requirement for graduation may be provided through home economics. At the present time, that is a large part of the enrollment.

Project Connect, recently funded for a planning year, is designed to serve adults in economically depressed areas of the state. During its planning year, three sites will serve as pilot-test sites. The program will target adults with special needs. Priority will be to help participants manage work, personal and family life, including coping with many of today's social ills.

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW–UP ACTIONS
TO ILLINOIS STATE BOARD OF EDUCATION	
Revise the Occupation of Homemaking programs to provide instructional programs that would be beneficial and attractive to all learning styles and abilities of high school students. (Partial progress)	A curriculum project is currently in progress. Its primary focus is to update existing curriculum materials for the Occupation of Homemaking program. In order to assure the program to be beneficial to all learning styles and abilities, instructional materials will need to be developed. Enrollment in these programs continues to decline.
Use disadvantaged funds to support the CHEP program, thus freeing funds needed for new Occupation of Homemaking programs in economically depressed areas. (Redirected satisfactorily)	The CHEP program continues to be supported with C&HE funds for economically depressed areas. Disadvantaged funds cannot be used to maintain programs and therefore, cannot be used. However, a special project which will expand C&HE programs in economically depressed areas to serve adults and out–of–school youth has been approved for planning funds during FY 91 with implementation beginning in FY 92.

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Develop information about C & HE programs which adequately describes their content. (Limited progress)	The professional associations have developed some public relations information, but its circulation has not been extensive. Information needs to be designed to target specific audiences, i.e., students, parents, administrators, the workplace, counselors. The material should adequately reflect the role of the programs.
Work to improve the image of the Occupation of Homemaking program. (Limited progress)	The State Board has not attempted to improve the image of the occupation of homemaking programs. The professional association of teachers has undertaken some activities.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Design curriculum around semester courses which can provide course options for students without sequence barriers. (Limited progress)	All Occupation of Homemaking is offered in semester courses. Most of the content does not require prerequisite of other home economic content. Because students have a difficult time scheduling all the things they want to take, the semester course presents fewer barriers to enrollment. The semester offerings should be expanded to reflect all of the areas as set forth in federal legislation. Currently, Illinois' C & HE programs are limited to parenting, living environment, resource management, and adult living. By using a K-14 "Illinois Plan" model, the C & HE could recommend needed changes in the junior high programs to get rid of the "cooking and sewing" element and begin to target state and national issues facing families and workers.
Design curricula in a semester format and consider those segments which could provide content to meet graduation requirements, such as basic level science requirements (e.g. science/technology in the home). (No activity/nothing initiated)	Home economics curriculum can be adapted to a variety of learning styles and abilities. An applied science program might serve as a basic level of science.
Design a semester of employability skills which could serve all other vocational education programs. (No activity/nothing initiated)	The Occupation of Homemaking program teaches nearly all of the skills generally considered necessary for employability. Teachers already have the expertise. It could serve all areas of vocational education, not only the Home Economics Occupations participants.
Expand on national issues such as parenting, single parenting, and the family; drug/alcohol abuse; the elderly; combining work and family roles; nutrition and health; family	National issues have been incorporated into many "home and family" programs or courses. These issues also affect the workplace. The Occupation of Homemaking could play a vital role in helping students to understand the inter-relatedness of work, family, and home, and how all impact on the quality of life. Programs should include K-14 instruction: • Managing individual and family resources • Making consumer choices

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
violence; self-esteem and leadership; work ethic and productivity; and the impact of technology and computers in designing semester courses. (Considerable progress)	• Managing home and work responsibilities • Balancing work and family • Improving responses to individual and family crises (including violence and child abuse) • Strengthening parenting skills, especially among teenage parents • Preventing teen pregnancy • Assisting aged and handicapped individuals • Improving individual child and family nutrition and wellness • Conserving limited resources • Understanding the impact of new technology on life and work • Applying consumer and homemaking skills to jobs and careers
Retain the content of resource management in meeting the consumer education requirement. (Continued activity)	The Occupation of Homemaking program continues to meet mandates of the consumer education course requirement. This course continues to carry high enrollments.
Develop and require extensive in-service education, including VIP participation, for all teachers who will be teaching funded Occupation of Homemaking programs. (Limited progress)	Extensive in-service education has not been developed. The need continues. In-service needs include those for program content as well as instructional methods. Without good in-service education for program content, it will be impossible to update the image and content of these programs. This in-service should include 7-12 grade teachers. Several Occupation of Homemaking teachers have participated in the VIP internship program. A special project using C & HE funds was funded for planning purposes during FY 91. The project includes funds for teacher in-service for new legislation.
Design effective, in-service education strategies to inform administrators, counselors, and other faculty about new Occupation of Homemaking content and clearly distinguishing it from Home Economic Occupational programs. (No activity/nothing initiated)	Occupation of Homemaking programs continue to be perceived as the "cooking and sewing" programs, the programs which prepares females for these roles, and a dumping ground for low-achieving students. In-service needs to provide specific performance objectives which clearly illustrate quality programs. A very clear distinction between the Occupation of Homemaking and Home Economic Occupational programs needs to be made.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Incorporate demonstrated competencies as part of the program evaluation process which will quickly identify programs which include "cooking and sewing," and preparing students for female roles and have excessive numbers of low–achieving students.	Nothing has been done to develop an evaluation system for the Occupation of Homemaking program. Materials are being prepared under a special project which would be useful in programs having low–achieving students.
(No activity/nothing initiated)	

As curriculum materials are developed and an evaluation system developed, the Occupation of Homemaking should assess the existing programs so current efforts can target problems which need to be resolved.

1. How are the Occupation of Homemaking programs perceived? . . . By students? . . . By parents? . . . By counselors? . . . By administrators?

2. Which perceptions are accurate for most Occupation of Homemaking programs? . . . Which ones are justified? . . . What changes in programs need to be made to alleviate the cause of poor perceptions?

3. What program characteristics exist in schools that are maintaining their level of enrollment? . . . How can the Occupation of Homemaking better fulfill student needs? . . . Vocational needs? . . . Graduation requirements?

4. Are performance measures clearly in place? . . . Are competencies identified? . . . Are they demonstrated?

5. Do the Occupation of Homemaking programs address statewide issues related to family problems? . . . To problems of society? . . . To workplace problems? . . . Have these been clearly addressed?

PROGRESS ON RESPONSES
TO SUGGESTIONS AND RECOMMENDATIONS
by ISBE

The Occupation of Homemaking program has limited response to the suggested action. The assessment is listed below.

ISBE

- 4 No activity
- 4 Limited progress
- 1 Partial progress
- 1 Redirected satisfactorily

1 Considerable progress
Continued activity

Follow-up

Report #15

JTPA 8% FUNDS

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ICoVE's 1989-1990-1991 Report

REPORT #15:
JTPA 8% FUNDS
Follow-up of 1987-1988
Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 JTPA 8% FUNDS

The 8% JTPA education funds have continued to provide focused initiatives in community colleges and secondary regional delivery systems. Because these funds can be used to maintain programs for at-risk youth, the 8% funds were used to continue cooperative education programs for potential dropouts and programs designed to bring dropouts back into educational programs.

During the past three years, the IJTCC has increased efforts to monitor the 8% programs. An effort from the secondary systems, community colleges and IJTCC was made to maintain the education grants when proposed federal amendments would have eliminated the funds.

Funds needed for programs offered by the 8% are inadequate. There is a waiting list of 60-70 schools wanting to start work experience programs for at-risk youth.

The 8% funds have been used to expand the availability of assessment services. This has benefitted efforts to determine client eligibility and has expedited referrals.

In an effort to free funds for new programs, the 8% state staff at DAVTE are considering reducing reimbursement on a graduated scale, i.e., 100%-75%-50%, to make funds available for new and innovative programs.

A primary purpose of the 8% fund is to enhance coordination between education and job training programs. The two most recent examples of meeting this purpose are the Illinois Youth on Campus (IYOC) program which served 11 SDAs and the planning grants for five tech prep programs. The 8% funds provided linkage and supportive services for both.

Efforts to cooperate with other state agencies are commendable actions for 8% funds at the state level. Partnerships have been successfully formed with adult education, public aid, Project Chance, JOBS, DCFS, and others.

One problem which continues to plague the 8% programs is the lack of uniform, consistent accountability measures between JTPA and vocational education. Behind this is also a differing philosophical issue of what these ought to be. As both continue to fine-tune and improve accountability, the problem will lessen.

The MIS system should more adequately report the 8% outcomes. The IIA system has been "patched," but work needs to continue.

15.2

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
----------TO ISBE, ICCB, DCCA----------	
Identify measurable outcomes for educational objectives that support the employment-related goals of the JTPA program. (Partial progress)	In 8% JTPA programs having employment-related goals, the placement rate goal has been increased by 25%. WECEP, IPREP, and ESLP all have several objectives that can be measured. There has been some attempt to improve the identification of youth competencies through the use of task lists. The problem continues to be the incompatibility of some 8% program outcomes with the JTPA MIS reporting system.
Revise components of the management information system (MIS) to accurately and adequately report the 8% program. (No activity/nothing initiated)	MIS reporting is not geared to 8% JTPA programs. It should more accurately report 8% outcomes. The IIA system has been "patched," but work needs to continued. DAVTE's MACRO-VIMS data systems should plan to infuse the 8% programs so data and information are available for planning purposes.

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Continue efforts to provide accountability for the 8% funds. (Considerable progress)	The Illinois Job Training Coordinating Council (IJTCC) has provided more attention and agenda space to the 8% programs during the past two years. IJTCC has monitored 8% performance and given concurrence to 8% proposals. DCCA has also monitored a sample of 8% programs.
Expand the awareness of services available through the 8% funds, particularly to secondary schools to encourage expanded participation through the secondary RDS. (Limited progress)	The problem with creating awareness of 8% programs and services is that the funds are limited. Any attempt to expand simply detracts from existing programs. Two presentations concerning 8% programs were presented to the regional delivery system directors during the '89-'90 time frame. The message has been for the RDS directors to develop coordination agreements that will create linkages. Some educators believe trying to get JTPA funds is futile because the "good ole boys" have already "tied them up." When proposed amendments of the JTPA appeared to do away with 8% funds, RDSs, community colleges, and the ITJCC became concerned for disappearance of the 8% funds. The groups worked cooperatively to try to revitalize the initiatives. 8% staff believe that education is more aware of 8% funds than before. Information about available funds is sent to all RDS directors.

----------*TO ISBE, ICCB, DCCA*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
Identify appropriate educational outcomes to be attained as part of the MIS. (Limited progress)	Some revisions have been made, but the 8% program outcomes are still not part of the MIS.
Continue working to reduce red tape and bureaucracy to a minimum to encourage expanding the list of providers. (No activity/nothing initiated)	The DAVTE Job Training Section does not believe that red tape and bureaucracy are problems for 8% programs. At the present time, 8% programs are comprised of 15 different types of programs which are funded through 144 contracts.
Emphasize joint planning and coordination among vocational education, job training, and other employment preparation programs. (Considerable progress)	Coordination meetings between JTPA and vocational education serve as a valuable resource to "connect" these employment preparation programs, as well as many human services resources such as Project Chance, JOBS, and others. Coordination with adult education programs has increased considerably during the past two years. The 8% staff provided extensive coordination and linkage to provide needed support for the I.Y.O.C. project serving 11 SDAs.
Continue to emphasize collaboration of 8% funds with vocational education funds for more comprehensive programs and better participant services. (Continued activity) (Future implementation planned, altered)	The JTPA 8% funds continue to be used in concert with vocational education funding to meet the needs of at-risk populations. Examples currently in place include the WECEP and ESLP programs for dropouts and potential dropouts. Future plans include innovative and collaboration efforts in FY 92. The emphasis will be at the local level for investing in partnerships and collaboration activities leading to greater capacity-building and coordination efforts. New initiatives will also focus on a system for using 8% funds in concert with adult, Perkins funds and Title IIA programs. The sex equity initiative of vocational education has teamed up with 8% JTPA programs to provide career information about nontraditional occupational opportunities.

----------*TO ISBE, ICCB, DCCA*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
	The IYOC program mentioned earlier tapped Public Aid and JTPA resources. JTPA 8% funds often provide resources for tutorial programs, as well as investments in partnerships. These joint ventures will continue, and many will serve as models for other collaborative efforts. A planning grant for tech prep programs was designed in 1990 to use both vocational education and JTPA funds for the design of five tech prep programs. ICoVE encourages continued funding for implementation. Efforts are underway to do away with 100% long-term funding of many in favor of investment partnerships 8% projects so that funds can be available for emerging needs, as well as emergency needs. Plans are to "phase down" funding using a 100%, then 75%, and 50%, leaving support at 50%.
Continue to address areas of concern currently being addressed, giving emphasis to dropout-related problems and adult literacy-related issues. (Continued activity)	The 8% funds continue to address concerns for dropout-related and adult literacy-related issues. Program expansion would be difficult without an increase in funds.
Identify unserved areas of the state and encourage participation. (Partial progress)	Currently a waiting list of 60-70 schools wanting WECEP programs and other 8% programs exists. New programs are funded only when funding is freed up from previous commitments or when new funds are made available. DAVTE staff estimates that $4-5 million could easily be added to support the need for WECEP. A collaborative effort with Public Aid, adult education, and the Department of Commerce and Community Affairs has identified a number of programs worthy of experimental funding if 8% funds could be freed up to try some new approaches. Better coordination of the 8% funds with the $16 million in state funds serving dropouts is needed. Programs providing school to work transition are also in need of additional funds for expansion. In addition, funds for tutorial services are needed in numerous junior high and senior high schools.

----------*TO ISBE, ICCB, DCCA*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Encourage EFE/RDS contracts which could consolidate services to free funds needed for expansion. (Considerable progress)	Several efforts to coordinate vocational education, JTPA and other special programs have resulted in bringing several funding sources together to support program improvement and expansion without having to increase the funding level. The most common is the combining of 8% money with Title IIA JTPA funds. Some piloting of 8%, IIA and vocational education's sex equity funding has also occurred.
Continue required criteria. for coordination. (Continued activity)	The requirement for coordination agreements and subsequent meetings is continuing.
Continue technical assistance and professional development initiatives. (Continued activity)	Technical assistance provided by the DAVTE Job Training Section is generally considered quality assistance. If 8% program support funds are cut to 50%, this could free up funds for developmental initiatives, in-service and technical assistance.
Include 8% as a topic in coordination agreement meetings. (Partial progress)	The 8% JTPA programs are nearly always on the agenda at state-level coordination meetings. It is believed by staff that local coordination meetings should increase the amount of time spent on the 8% programs. Minutes have not been reviewed to substantiate this.
Design a means of identifying terminations in the MIS which indicate the services received prior to termination. (No activity/nothing initiated)	The MIS has not changed in an effort to identify services received prior to termination. When 8% students are co-enrolled in JTPA and IIA programs, some additional information is available.

15.6

----------*TO ISBE, ICCB, DCCA*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Reduce the incidence of "unknown" terminations and MIS-reported terminations by improvement of client follow-up and additional termination classifications on the MIS. (No activity/nothing initiated)	The incidence of "unknown" terminations in the MIS reporting has not been changed. It would seem appropriate that if the MIS is not revised, the vocational education MACRO-VIMS reporting system should make necessary provisions to provide the much-needed information.
Develop a mechanism for assessing the effectiveness of programs which include workforce retention and employer satisfaction. (Future implementation planned as suggested)	The impending use of employment security to provide long-term follow-up will help to satisfy some of the need for workforce retention. Employee satisfaction will most likely need to come through the vocational education data collection and follow-up process.
Add classifications for outcome measures to the MIS which more precisely report program objectives. (No activity/nothing initiated)	No classifications have been added to the MIS to acquire outcome measures appropriate for 8% program objectives.
Provide incentives for client referrals among various service providers. (Partial progress)	The 8% JTPA funds provide $286,000 for assessment. This pre-assessment effort helps determine client eligibility and serves as an incentive for referrals. The 8% funds often provide programs the IIA funds cannot provide.
Establish quarterly meetings between staff of the ISBE and ICCB involved in administration of the 8% funds. (Partial progress)	Management staff of ISBE and ICCB have quarterly meetings. The agenda offers an open-ended slot for surfacing issues. Quarterly meeting involving all ISBE and ICCB staff working with 8% programs would be a worthy undertaking.

----------*TO ISBE, ICCB, DCCA*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
Assign a representative from the community college to attend meetings of the PIC if the college is not represented as a member. (Considerable progress)	Most community colleges now have representatives on the PIC. PIC memberships of appropriate educational representatives have improved substantially during the past three years.
Assign a local district liaison to attend meetings of the PIC and coordinate JTPA needs and services with the RDS directors and districts within the RDS. (Limited progress)	Quarterly meetings of SDAs, RDSs, CCs, Public Aid, and others are required. Most JTPA programs serve out–of–school youth, but the Summer Youth program, 85 programs.

Reauthorization and amendments to federal legislation for job training programs are being considered. A great deal of energy has already focused on the 8% JTPA funds. A number of issues continue to surface.

1. How can reporting issues for the 8% funds be resolved? . . . Will soon–to–be–developed performance standards and measurable outcomes for vocational education programs provide comparable data? . . . How can these programs be better coordinated?

2. Have all unserved areas of the state been adequately assessed? . . . What additional 8% funds would be required to adequately address the needs? . . . Can these programs be better coordinated with state–funded programs for dropouts?

3. Do 8% programs, youth, and summer youth programs funded by JTPA represent a well–articulated process? . . . Do programs complement each other? . . . How can these programs be coordinated to assure that all participants have adequate basic skills?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS by ISBE, ICCB, and DCCA

Most suggested actions made by ICoVE were addressed to some extent. Those still needing attention most often are concerned with the MIS reporting. The extent to which suggestions were pursued is shown below.

15.8

- 4 Considerable progress
- 5 Partial progress
- 3 Limited progress
- 4 Continued activity
- 1 Future implementation
- 5 No activity

  22 Total

Follow-up

Report #16

ADEQUACY AND EFFECTIVENESS OF JTPA

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REPORT #16:
ADEQUACY AND EFFECTIVENESS OF JTPA
Follow-up of 1987-1988
Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 ADEQUACY AND EFFECTIVENESS ACTIVITIES

DCCA has taken a proactive position in marketing JTPA programs during the past three years. In addition to several local efforts, statewide television promotional advertisements have been used.

Illinois has enjoyed a positive placement rate since JTPA was enacted. Because of this, JTPA has been able to pilot some special incentive programs and try some new initiatives. Perhaps the most commendable initiatives are long-term programs to allow for more in-depth academic preparation, as well as for further development of occupational skills.

This exemplary effort addresses the need often expressed by employers. That need is for better academic performance by the workforce so it can adapt to advancing technologies more readily.

The number of participants served by JTPA decreased slightly from FY 89 to FY 90. Participants totaled 101,585 and 94,625, respectively. About 55% of the participants were youth. The "cost per placement" increased slightly for all programs each year.

Placement rates for JTPA participants who complete the program decreased slightly in FY 90 as compared to FY 89 information. Of those who completed, approximately 60%-75% were placed, including participants such as welfare recipients, high school dropouts, criminal offenders, veterans, older workers, and limited-English-proficient participants. Placement was slightly less than 60% for handicapped and displaced homemaker participants, but still over half found employment.

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
----------TO DEPARTMENT OF COMMERCE AND COMMUNITY AFFAIRS----------	
Increase activities to market the programs and services available through JTPA. (Considerable progress)	Technical assistance for marketing activities has been increased to include Chicago providers. This has resulted in increased access to these services. The Distribution of Workforce, the statewide employment and training newsletter, has been upgraded and expanded. The summary of the OJT study was sent to NAPIC, the Partnership, etc. The statewide JTPA awards banquet and conference was attended by over 700 people. JTPA Alumni Week was observed, and an Illinois version of Profiles in Progress was done. It contained client success stories. An older workers recruitment campaign and JTPA marketing video were developed. An EDWAA/WARN brochure and speech plus overheads to all chambers were also designed. Under the nontraditional training program for women, recruitment materials were developed.

----------*TO DEPARTMENT OF COMMERCE AND COMMUNITY AFFAIRS*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Take advantage of the extent to which performance standards and indicators in Illinois are in excess of the required level of performance by seeking participants who are most difficult to serve. (Considerable progress)	JTPA policies and programs have been modified over the past two years to provide greater encouragement to SDAs to serve harder-to-serve clients. These have included elimination of cost measures, modification of performance standards models, and creation of incentives for long-term skill training.
Review activities of JTPA participants to match the most successful and the least successful activities with specific population segments. (Partial progress)	DCCA has previously completed a study of service equity under JTPA, which yielded several recommendations designed to reduce the wage disparity between men and women. DCCA implemented the recommendations of the JSA study. This improved the intensity of this activity. We have also recommended the OJT be provided to women more frequently.
Categorize termination data in order to determine minimum and maximum JTPA efforts needed to achieve "entered employment" status of clients. (No activity/nothing initiated)	No activity was undertaken to analyze termination data to determine which JTPA program activities appear to have the greatest potential for producing "entered employment" status of clients.
Review the Summer Youth Programs and clarify JTPA purposes, state goals, and achievements which should be sought by the program deliverers. (Limited progress)	The purposes and goals of the Summer Youth program are subjects of debate within the context of the pending amendments to JTPA. The current view is that goals within this program properly reflect congressional intent, which is to provide summer jobs for disadvantaged youth with some remedial skill training. If the amendments result in modification to their purposes, adjustments to policies will be made accordingly. Although the program meets Congressional intent for employment, the extent to which student need for remedial skills is met is not clear.

----------*TO DEPARTMENT OF COMMERCE AND COMMUNITY AFFAIRS*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Implement coordination initiatives recommended as a result of ICoVE's coordination report. (Partial progress)	Some of the coordination enhancement recommendations were addressed, but JTPA and DOC education addressed most of them in isolation from each other.
Identify ways to increase the amount of academic training received by JTPA participants. (Considerable progress)	DCCA has implemented an incentive bonus measure which provides a monetary award to SDAs which provide long-term academic or occupational skills training. A new 500 (c)(5) agreement with IDES has been negotiated to allow for long-term academic skills training. A requirement added to the MIS tracks referral of clients to non-JTPA funded activities and requires client reading/math testing and employability development planning.
Identify services from which JTPA participants might benefit after they terminate programs in an effort to retain and advance in employment. (No activity/nothing initiated)	No action has been taken to research possible follow-up activities for JTPA clients who have been employed in order to help these clients advance on the job or prepare for eventual retraining and upgrading needs. Such findings may have been useful input for federal reauthorization.
Explore initiatives that could provide post-participation services which will contribute to maintaining employment and maintaining the Illinois workforce. Work in partnerships with the vocational education community to pilot some exemplary programs. (No activity/nothing initiated)	No action was taken to explore possible activities or services that might benefit JTPA clients now participating in the workforce as a means of maintaining a well-qualified workforce.

16.4

----------*TO DEPARTMENT OF COMMERCE AND COMMUNITY AFFAIRS*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Identify ways JTPA can expand its partnerships with the vocational education programs in Illinois.	The quality of services initiative on coordination will focus on vocational education/JTPA coordination. DCCA has participated in the ISBE performance standards task forces, committees, etc.
(Partial progress)	

To enhance further adequacy and effectiveness of the JTPA programs and services to clients, JTPA personnel may wish to consider addressing some of the following questions.

1. How can JTPA and vocational education work together to assure that all participants have the necessary academic competencies? . . . The needed basic skills? . . . Occupational skills?

2. Are there services from which JTPA clients who have completed and found employment might benefit 6-12 months later? . . . Could these provide new or changing technologies? . . . Advanced academics? . . . Job promotions?

3. Can additional services be provided to some of JTPA's most difficult to serve which would increase the placement rate of these populations? . . . What services might these be? . . . Are these services available through JTPA, or are cooperative arrangements needed?

PROGRESS ON RESPONSES
TO RECOMMENDATIONS
To DCCA

Follow-up activities of ICoVE found the following efforts had been made to address ICoVE's suggestions.

- 3 Considerable progress
- 3 Partial progress
- 1 Limited progress
- 3 No activity/nothing initiated

10 Total

Follow-up

Report #25A, B, & C

CORRECTIONAL EDUCATION

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REPORT #25A, B, & C:
CORRECTIONAL EDUCATION
Follow-up of 1987-1988
Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 CORRECTIONAL EDUCATION ACTIVITIES

The population of Illinois' correctional facilities grew to 27,293 in 1990. This represents 233 incarcerated for every 100,000 population, a growth rate of 20.9% since 1989. The incarcerated population is increasing so rapidly that the "new prison per year" is expected to still come up 4,000 beds short by 1992.

Illinois' community centers or jails are also experiencing population growth. In 1988, Cook County's average daily jail population was 5,890. By 1990, it had grown to 6,233. The downstate average daily jail population in 1988 was 3,164.

What is the cost of incarceration in Illinois? Each inmate in a community center/jail is estimated in 1989 to cost the taxpayer $13,152 a year. Those inmates in correctional institutions ran the taxpayer an average annual cost of $16,326. That cost increases if the cost of public aid to families and dependent children of the incarcerated is added. It brings the annual cost to $25,000 per inmate.

The typical profile of the incarcerated includes functional illiteracy, educational handicap, being accustomed to living below the poverty level, no academic credentials, no job history, and a history of drug and/or alcohol abuse. The needs of the typical incarcerated individual is high for education, particularly job preparation, career counseling, and social services.

ISBE serves as the board of education for District 428 which is the school district of corrections, operating through the Illinois Department of Corrections. ISBE and IDOC are to be commended for their cooperation in the use of the 1% funds provided by Perkins for corrections. ICoVE recommended these funds be used for research and development. Several agencies including ICoVE, ISBE, IDOC, ICCB, IDES, and IBHE have cooperated and coordinated a number of research and development projects using the 1% funds available through Perkins.

Corrections education programs in Illinois continue to expand and grow. Efforts to help released inmates find employment and transition successfully to the outside have received considerable attention in recent years. A special task force has recently been studying the problems of released inmates.

Corrections is to be commended for its work with and inclusion of TIE. A plan for TIE completers to transfer into industry and work assignments has been suggested by ICoVE to further strengthen the program.

Corrections education programs are reviewed each year. Efforts have been made by the Department of Corrections not to move inmates between facilities if it will disrupt the completion of a vocational education program. The department has also launched an effort to design curriculum that will be compatible between institutions. The Department of Corrections has made some progress in establishing computerized systems for tracking programs, inmates, and parolees. Much remains to be done.

The ICoVE Committee on Corrections has asked the Department of Corrections to

design a five-year plan for implementing the needed educational programs. The committee has asked for incentives for inmates to take vocational education.

Most inmates have very poor academic competencies. Corrections education has placed emphasis on the integration of academic and vocational education. One institution piloted the applied academic materials being developed through a national consortium.

Educational programs in correctional facilities are full. It has been suggested that correctional facilities may need to extend the school day in order to accommodate all students who could profit from educational programs.

It is important that the educational programs in correctional facilities provide state-of-the-art preparation for employment. ICoVE is particularly concerned about the opportunities available to females in the women's institutions. Released inmates have a number of problems to overcome in adjusting to the outside; it is imperative they have marketable skills that are needed in the workforce.

To assure that released inmates have marketable skills, ICoVE has encouraged IDOC to develop a Vocational Technical Center for inmates who have a year left on their sentence. The purpose of the center would be to provide inmates soon-to-be released with occupational skills, basic skills, technical skills, and transition skills for successful employment upon release. Programs should be based on high levels of performance standards. ICoVE has also suggested that all residents of minimum security facilities should be in some kind of a work study or vocational education program. IDOC is not in agreement with ICoVE on these issues.

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP SUGGESTIONS
----------TO ILLINOIS DEPARTMENT OF CORRECTIONS----------	
	Report 25A: The Anderson Study
Evaluate the number and types of vocational course work comprising programs offered across the institutions. (Considerable progress)	The Department of Corrections School District has identified five curriculum areas in which the number and types of vocational course work are being evaluated. The outcome of this evaluation will be the development of a new curriculum that is based on statewide employment data and input from professional advisory committees. This evaluation process will continue for all vocational programs.
Consider more stringent criteria for enrollment in vocational course work, e.g. commitment to complete. (Partial progress)	DOC has recognized the need to encourage inmates to complete programs. DOC in its Educational Good Conduct Credit program will not award good conduct credit to those inmates who voluntarily drop the program or ask to be transferred to another institution. The Department, however, is also severely overcrowded. This overcrowding will continue to affect inmate transfers beyond the desirability to allow inmates to complete their programs prior to transfer.

----------*TO ILLINOIS DEPARTMENT OF CORRECTIONS*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP SUGGESTIONS
Make inmates aware of programs at each institution. Vocational program booklets should be distributed and reviewed by inmates with staff before being transferred. (Considerable progress)	Vocational booklets have been developed and are made available to the educational staff at each institution. These program booklets are also made available to the Transfer Coordinator's Office for review prior to the transfer of inmates.
Standardize vocational course work so that inmates who transfer between institutions can complete vocational programs. (Considerable progress)	Vocational program curriculums are being standardized for those programs offered in our institutions throughout the state. This will dramatically improve the inmates' ability to complete course work initiated in one institution but transferred to a different institution.
Target inmates enrolled in vocational or vocational/academic programs to complete their vocational program and/or a GED. (Considerable progress)	Inmates who are near completion of their vocational or academic program are targeted and "educational holds" are requested for inmates which will defer their transfer until their program has been completed. Institutional issues will impact the effectiveness of the "educational hold" request.
Inmates enrolled in academic course work should be targeted to complete at least a GED or high school level of education. (Limited progress)	Inmates are required to attend 90 days of basic education instruction and will have completed the instruction or program after achieving the sixth grade level. The desirability of inmates to be targeted to complete their GED or high school level of education is an important priority in the education of the inmate. However, current available resources and classroom space do not allow all inmates to be mandated for a GED or high school level of education. All inmates who voluntarily request placement in a GED program are placed and provided an opportunity to receive their GED.

----------*TO ILLINOIS DEPARTMENT OF CORRECTIONS*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP SUGGESTIONS
Increase the role of career counselors, or identified staff, in determining vocational eligibility, selection, and completion of course work by inmates. These activities should include: • contract entrance and exit form, • screening for eligibility, • survival skill training, • placement activities. (Partial progress)	A TIE (Training, Industries and Education) program has been implemented in many of the correctional programs. Educational staff, correctional industries staff, and work supervisors are encouraged to refer inmates to a TIE coordinator. As a result of this referral process, the activities outlined in this recommendation, as well as others, are provided to the inmate.
Provide needed preparation, testing, and assurance of skills, attitude, and behavior prior to release to increase employment possibilities. This should include a personal and psychological exit profile. (Limited progress)	The TIE program provides for the activities referenced in this recommendation. At the present time, there is no personal and psychological exit profile developed on those inmates prior to release.
Provide specific employment information to releasees in their vocational area prior to release. They should also receive community agency employment information. (Completed satisfactorily)	A cooperative program with the Illinois Department of Employment Security provides specific employment opportunities, as well as community agency employment information to released inmates.
Evaluate institutional procedures which prepare an inmate for release. (Continued activity, recently initiated as suggested)	The institutional procedures which prepare an inmate for release are continually being evaluated through the use of JTPA programs, the Department of Employment Security, and a new departmental program called Pre-Start. The services provided to the inmate just prior to release are continually upgraded.

----------*TO ILLINOIS DEPARTMENT OF CORRECTIONS*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP SUGGESTIONS
Coordinate career counselors efforts with the Illinois Department of Employment Security and develop formal guidelines for planning inmate release. (Completed satisfactorily)	Planning for an inmate's release is a cooperative effort between the Illinois Department of Employment Security and the Department of Corrections' counselors.
Develop a booklet which targets and identifies transitional support services, e.g. state agencies, job service offices, and community assistance programs. (Considerable progress)	The inmate release program currently uses a directory of job training and related services provided by the Illinois Job Training Coordinating Council. In addition, services available from Public Aid and the Illinois Department of Employment Security are made available to the inmate prior to release.
Provide incentives to encourage releasees to utilize job-service-related resources in the institution and community. Possibly mandate Job Service contact in the community by vocationally trained inmates as part of their release plan. (Redirected activity)	The recent implementation of JTPA-funded programs has provided financial incentives to releasees who are meeting certain job-related goals upon their release to the community.
Make intensive efforts toward vocational placement of releasees during the first 90 days following release. This may be better accomplished by targeting districts. (No activity/nothing initiated)	At the current time parolees receive services based on a weighted scale developed by the Department's Community Services Division. With the limited resources available, this recommendation has not been acted upon.

----------*TO ILLINOIS DEPARTMENT OF CORRECTIONS*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP SUGGESTIONS
Evaluate the impact of the special employment program between the Illinois Department of Employment Security (DES) and Illinois Department of Corrections (DOC). (Recently initiated satisfactorily)	DES and DOC are jointly evaluating the impact of inmates' employment program. Information is shared with the DES who will provide DOC information regarding the inmates' employment status.
Examine formative and summative evaluation procedures for ongoing joint DES/DOC placement activities. (Redirected activity)	DOC and DES regularly meet to review the joint program and revise procedures as necessary.
Meet with OTS personnel and discuss data entry, ad hoc reporting requirements, and interagency distribution. (Partial progress)	The educational department has frequent meetings with OTS personnel to review and discuss the educational data collection process. Limited resources have prevented any significant revisions to the current OTS data collection system.
Evaluate types of ad hoc reports generated, and interagency distribution between DOC and job service agencies. (No activity/nothing initiated)	Additional ad hoc reports have not been generated.
Develop comprehensive administrative reports concerning vocational and academic programs and outcomes. (No activity/nothing initiated)	No additional ad hoc reports have been generated.

----------*TO ILLINOIS DEPARTMENT OF CORRECTIONS*----------

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW-UP SUGGESTIONS
Evaluate data collection procedures and their integration into the DOC Offender Tracking System. (No activity/nothing initiated)	Additional ad hoc reports have not been generated.

Report 25B: ICoVE Recommendations

An internal evaluation should be completed annually on each academic and vocational program offered in the correctional centers. (Completed satisfactorily)	Internal evaluations are completed annually on all academic and vocational programs offered in the correctional centers.
External evaluations should be conducted one out of five years for each correctional center's education program. (No activity/nothing initiated)	Recommendation has not been implemented at this time.
Correctional education should ensure that every inmate who completes a vocational program possesses life management skills which will allow him/her to function in a free society. (Completed satisfactorily)	Employability skills and life management skills are being included in each vocational program. In addition, the TIE program, Job Service program and Pre-Start program provide survival skills training to inmates prior to release.

25.8

----------*TO ILLINOIS DEPARTMENT OF CORRECTIONS*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP SUGGESTIONS
A five-year comprehensive plan for correctional education should be developed. The plan should involve the Illinois State Board of Education, Illinois Community College Board and the Illinois Board of Higher Education. (No activity/nothing initiated)	This recommendation has not been implemented at this time.
The Department of Corrections should investigate the possibilities of establishing a Vocational-Technical Center. • Inmates who are transferred to the Vo-Tech Center should only be at the correctional facility for vocational training. • A strong job placement component should be included with the Center. • Inmates who transfer to the Vo-Tech Center should have approximately one year remaining on their sentence. • Courses offered at the Vo-Tech Center should be in accordance with established guidelines of the Illinois State Board of Education, Illinois Community College Board and the Board of Higher Education. (No activity/nothing initiated)	DOC provides vocational training at each of its correctional centers. Due to severe overcrowding and the continued increase in inmates committed to DOC, the establishment of an institution as a vocational-technical center is not possible with the conditions identified in this recommendation. DOC is developing strong job placement components at each center and all vocational programs are operated in accordance with established guidelines of ISBE, ICCB, and IBHE.

----------*TO ILLINOIS DEPARTMENT OF CORRECTIONS*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP SUGGESTIONS
Correctional education and correctional industries should develop a comprehensive plan for each institution, whereby graduates of programs transfer into industry assignments. (Partial progress)	The TIE program has been implemented. The program provides a comprehensive plan at each institution that coordinates the industry education and work assignments of the inmates into one program.
The use of federal funding for academic and vocational programs should continue to be explored. (Continued activity)	DOC continues to seek out and apply for federal funding for academic and vocational programs.
Correctional Education should pursue incentive plans for students enrolled in educational programs. Pay for attending school should be on a graduated scale based on accomplishments achieved. (No activity/nothing initiated)	Inmates enrolled in DOC's mandatory educational program are provided incentives for successful completion of the program. DOC does not support increasing the pay for inmates enrolled in educational programs.
The Department of Corrections should recommend to the Illinois State Board of Education that the total amount of the 1% Corrections Set-Aside funds contained in the Carl Perkins Act be allocated to research and development projects in the areas of corrections, jails, probation, and community-based organizations for offender programs. (Completed satisfactorily)	DOC has recommended to ISBE that the total amount of the 1% Corrections Set-Aside fund contained in the Carl Perkins Act be allocated to research and development. The continued support of this recommendation is based on the Department of Corrections School District's remaining eligibility for funds available to LEAs from the Carl Perkins Act. Should ISBE or DOC deem the Corrections School District ineligible for funds traditionally received from the Carl Perkins Act, DOC would withdraw its support for this recommendation.

To further enhance the correctional education programs, several questions may need to be addressed by agencies involved in preparing inmates for employment upon release.

1. Are educational programs in correctional facilities adequate in number to alleviate the level of "functional illiteracy" that exists? . . . To serve the educationally handicapped? . . . To provide work-based learning? . . . To cope with the drug and alcohol abuse history?

2. Can educational programs preparing inmates for employment address the basic skills requested by employers? . . . Can high levels of participant achievement on performance standards be provided? . . . How can females in women's facilities be better served?

3. Can job preparation be given the level of importance necessary to provide adequate preparation? . . . Do programs provide current technology? . . . Are basic academic skills achieved by all inmates? . . . Can these academic skills be applied?

PROGRESS ON RESPONSES TO RECOMMENDATIONS
by Illinois Department of Corrections

In reviewing progress made on the recommendations made to DOC, ICove found the following:

DOC

- 5 Completed satisfactorily
- 5 Considerable progress
- 4 Partial progress
- 2 Limited progress
- 2 Recently initiated, as suggested
- 2 Redirected activity
- 2 Continued activity
- 8 No activity, nothing initiated

30 Total

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